### Course Standards

<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tr>
<td>LAFS.910.RH.1.2:</td>
<td>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.</td>
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<tr>
<td>LAFS.910.RH.2.6:</td>
<td>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.</td>
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<tr>
<td>LAFS.910.RH.3.7:</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
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<tr>
<td>LAFS.910.SL.1.1:</td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td>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.</td>
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<td>c. Propose 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.</td>
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<td>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.</td>
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<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<td>LAFS.910.SL.2.4:</td>
<td>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.</td>
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<td>LAFS.910.SL.2.5:</td>
<td>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.</td>
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<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>LAFS.910.WHST.3.9:</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
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<td>SS.912.H.1.1:</td>
<td>Describe and analyze the characteristics of a culture and its people to understand the relationship between a government and its citizens.</td>
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<td>Clarifications: Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</td>
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<td>SS.912.H.1.2:</td>
<td>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.</td>
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<td>Explain philosophical beliefs as they relate to the arts in the text.</td>
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<td>Analyze how current events are explained by artistic and cultural trends of the past.</td>
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<td>Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.</td>
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<td>SS.912.H.2.4:</td>
<td>Examine the effects that works in the arts have on groups, individuals, and cultures.</td>
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<td>VA.912.C.1.6:</td>
<td>Identify rationale for aesthetic choices in recording visual media.</td>
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<td>VA.912.H.1.1:</td>
<td>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</td>
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<td>Analyze the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.</td>
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<td>VA.912.H.1.8:</td>
<td>Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.</td>
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<td>Examine how current events are explained by artistic and cultural trends of the past.</td>
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<td>Clarifications: e.g., belief system, ecology, environment, current visual culture, economy</td>
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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.

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. Mathematically proficient 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.

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 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.

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.

MU.912.H.2.1: Evaluate the social impact of music on specific historical periods.

MU.912.H.2.3: Clarifications: e.g., jazz, blues

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.2.2: Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

ELD.K12.ELL.SL.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 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:
https://cpalmsmediaprod.blob.core.windows.net/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**

- **Course Number:** 0900300
- **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: Humanities > SubSubject: General
- **Abbreviated Title:** HUM SURV
- **Course Length:** Semester (S)
- **Course Level:** 2

**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)
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<td>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. <strong>Clarifications:</strong> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</td>
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<td>SS.912.H.1.2:</td>
<td>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. <strong>Clarifications:</strong> Examples are Imperial Roman sculpture; Palace of Versailles; Picasso’s Guernica; layout of Washington, DC.</td>
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<td>Explain philosophical beliefs as they relate to works in the arts. <strong>Clarifications:</strong> Examples are classical architecture, protest music, Native American dance, Japanese Noh.</td>
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<td>Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.</td>
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| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- 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. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- 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: | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- 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. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- 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. |
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- 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. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:  
- 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. |
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:

- 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.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- 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.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- 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.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- 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.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- 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.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- 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.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- 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.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- 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.

Cite evidence to explain and justify reasoning.

**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.
Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1: Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1: 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.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1: 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.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1: 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.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1: 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.

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.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: 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.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.

VA.912.H.1.11: Investigate and discuss how a culture’s traditions are reflected through its music.

MU.912.H.1.1: Clarifications:
e.g., belief system, ecology, environment, current visual culture, economy

MU.912.H.1.4: Analyze how Western music has been influenced by historical and contemporary cultures.

MU.912.H.2.1: Evaluate the social impact of music on specific historical periods.

MU.912.H.2.3: Clarifications:
e.g., jazz, blues

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.2.2: Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

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- 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
Reviewer: K. Craig

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 https://www.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 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:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

QUALIFICATIONS
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GENERAL INFORMATION

Course Number: 0900300
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 SURV
Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Length: Semester (S)
Course Level: 2

Educator Certifications

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<td>LAFS.910.RH.1.3</td>
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<td>LAFS.910.RH.4.10</td>
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<td>LAFS.910.SL.2.4</td>
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<td>LAFS.910.SL.2.5</td>
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<tr>
<td>LAFS.910.WHST.1.1</td>
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<td>LAFS.910.WHST.1.2</td>
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<td>LAFS.910.WHST.2.4</td>
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<tr>
<td>LAFS.910.WHST.2.5</td>
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</table>
| 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.
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 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 informational texts to support analysis, reflection, and research.

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.

Analyze the impact of social, ecological, economic, religious, and/or art forms over time by various groups or cultures compared to current views on aesthetics.

Evaluate the social impact of music on specific historical periods.

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.

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.

Relate works in the arts to various cultures.

Explain the contributions of the Byzantine Empire.

Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

Investigate and discuss how a culture’s traditions are reflected through its music.

Evaluate the social impact of music on specific historical periods.

Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

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.

Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

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.

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:
https://cpalmsmediaprod.blob.core.windows.net/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).

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GENERAL INFORMATION

**Course Number:** 0900305

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Course Approved

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

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Educator Certifications

<p>| 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) |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<tr>
<td></td>
<td>- Analyze the problem in a way that makes sense given the task.</td>
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<td></td>
<td>- Ask questions that will help with solving the task.</td>
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<td></td>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<td></td>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td></td>
<td>- Help and support each other when attempting a new method or approach.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>- Cultivate a community of growth mindset learners.</td>
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<td></td>
<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
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<td></td>
<td>- Develop students' ability to analyze and problem solve.</td>
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<td></td>
<td>- Recognize students' effort when solving challenging problems.</td>
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<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
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<tr>
<td></td>
<td>- Build understanding through modeling and using manipulatives.</td>
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<td></td>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<tr>
<td></td>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td></td>
<td>- Express connections between concepts and representations.</td>
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<tr>
<td></td>
<td>- Choose a representation based on the given context or purpose.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>- Help students make connections between concepts and representations.</td>
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<td></td>
<td>- Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td></td>
<td>- Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
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<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
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<td></td>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<td></td>
<td>- Complete tasks accurately and with confidence.</td>
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<td>- Adapt procedures to apply them to a new context.</td>
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<td></td>
<td>- Use feedback to improve efficiency when performing calculations.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
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<tr>
<td></td>
<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
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<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
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<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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<td>MA.K12.MTR.4.1:</td>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<td>- Analyze the mathematical thinking of others.</td>
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<td>- Compare the efficiency of a method to those expressed by others.</td>
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<td>- Recognize errors and suggest how to correctly solve the task.</td>
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<td>- Justify results by explaining methods and processes.</td>
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<td>- Construct possible arguments based on evidence.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<td></td>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
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<td>- Create opportunities for students to discuss their thinking with peers.</td>
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<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
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<td>- Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
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<td><strong>Clarifications:</strong></td>
<td>Use patterns and structure to help understand and connect mathematical concepts.</td>
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<td></td>
<td>Teachers who use patterns and structure to help understand and connect mathematical concepts:</td>
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<td>- Focus on relevant details within a problem.</td>
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<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
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<td>- Decompose a complex problem into manageable parts.</td>
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<td>- Relate previously learned concepts to new concepts.</td>
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</table>
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• 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.

**MA.K12.MTR.5.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• 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.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
• 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.

**MA.K12.MTR.6.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• 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.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
• 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.

**MA.K12.MTR.7.1:**
Cite evidence to explain and justify reasoning.

**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.
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.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See Text Complexity for grade-level complexity bands and a text complexity rubric.

**ELA.K12.EE.2.1:**
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.3.1:**
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.4.1:**
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.5.1:**
Use appropriate voice and tone when speaking or writing.
### Clarifications:

- **ELA.K12.EE.6.1:**
  - 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.

- **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.

- **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.

- **SS.912.H.1.3:**
  - Relate works in the arts to various cultures.

- **SS.912.W.2.5:**
  - Identify key figures, artistic, and intellectual achievements of the Byzantine Empire.

- **SS.912.W.2.17:**
  - Investigate and discuss how a culture's traditions are reflected through its music.

- **MU.912.H.1.1:**
  - Evaluate the social impact of music on specific historical periods.

- **MU.912.H.2.1:**
  - 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:**
  - 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.2.1:**
  - Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

- **VA.912.H.1.1:**
  - 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.

- **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:**
  - 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.

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Note: The page 14 of 48 indicates that this is part of a larger document, possibly a course syllabus or instructional guide.
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).

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 EE's and MTRs, please visit https://www.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 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:
https://cpalmsmediaprod.blob.core.windows.net/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

- **Course Number:** 0900305
- **Number of Credits:** Half credit (.5)
- **Course Type:** Elective Course
- **Course Status:** State Board 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: Humanities >
SubSubject: General >
Abbreviated Title: HUM 1 HON
Course Length: Semester (S)
Course Attributes:
  - Honors
Course Level: 3

**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)
<table>
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<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LAFS.910.RH.1.1:</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.2:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.RH.1.3:</td>
<td>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.4:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.5:</td>
<td>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
</tr>
<tr>
<td>LAFS.910.RH.2.6:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.7:</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.8:</td>
<td>Assess the extent to which the reasoning and evidence in a text support the author's claims.</td>
</tr>
<tr>
<td>LAFS.910.RH.3.9:</td>
<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
</tr>
<tr>
<td>LAFS.910.RH.4.10:</td>
<td>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes or making decisions by consensus, alternating turns), clearing deadlines, and individual roles as needed.</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and remain confidently in light of the evidence and reasoning presented.</td>
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</tr>
<tr>
<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.5:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.1:</td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>e. Provide a concluding statement or section that follows from or supports the argument presented.</td>
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<tr>
<td>LAFS.910.WHST.1.2:</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the discipline’s knowledge of the topic.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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 likely interests of readers.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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).</td>
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<tr>
<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.5:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.6:</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

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

Evaluate performance quality in recorded and/or live performances.

Clarifications:
- e.g., patriotic, folk, celebration, entertainment, spiritual

Investigate and discuss how a culture's traditions are reflected through its music.

Clarifications:
- e.g., imperial Roman sculpture; Palace of Versailles; Picasso’s Guernica; layout of Washington, DC.

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

Evaluate the social impact of music on specific historical periods.

Clarifications:
- e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

Clarifications:
- e.g., acoustics, sound amplification, materials, mechanics

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.

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.

Relate works in the arts to various cultures.

Clarifications:
- Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

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.

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.

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

Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.

Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.

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.

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.
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. 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.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 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.

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.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.

ELD.K12.ELL.Sl.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:
https://cpalmsmediaprod.blob.core.windows.net/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

- **Course Number:** 0900310
- **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: Humanities > SubSubject: General
- **Abbreviated Title:** HUM 1 HON
- **Course Length:** Year (Y)
- **Course Attributes:**
  - Honors
- **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)
- Social Science (Grades 6-12)
- Art (Elementary and Secondary Grades K-12)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others:  
- 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.  
**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- 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 | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- 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.  
**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- 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. |
| MA.K12.MTR.3.1 | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- 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.  
**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- 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. |
| MA.K12.MTR.4.1 | 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:  
- 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.  
**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- 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. |
| MA.K12.MTR.5.1 | Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- 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. |
### MA.K12.MTR.5.1
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
- Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts.
- 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.

### MA.K12.MTR.6.1
- Assess the reasonableness of solutions.
- Mathematicians who assess the reasonableness of solutions:
  - 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.

**Clarifications:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - 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.

### MA.K12.MTR.7.1
- Apply mathematics to real-world contexts.
- Mathematicians who apply mathematics to real-world contexts:
  - 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.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - 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.

### ELA.K12.EE.1.1
- Cite evidence to explain and justify reasoning.

**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.
- 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.

### ELA.K12.EE.2.1
- Read and comprehend grade-level complex texts proficiently.

**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.
- 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.

- Use appropriate voice and tone when speaking or writing.
### ELA.K12.EE.6.1:
- **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.

### MU.912.C.1.2:
- **Clarifications:** 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.

### MU.912.C.2.2:
- **Clarifications:** Evaluate performance quality in recorded and/or live performances.

### MU.912.H.1.1:
- **Clarifications:** Research and discuss how a culture’s traditions are reflected through its music.

### MU.912.H.1.2:
- **Clarifications:** Explore how perceptions of gender, race, age, and physical ability have affected dance as an art form.

### MU.912.H.2.1:
- **Clarifications:** Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

### MU.912.H.3.1:
- **Clarifications:** Evaluate the social impact of music on specific historical periods.

### SS.912.H.1.1:
- **Clarifications:** 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.

### SS.912.H.1.2:
- **Clarifications:** Examples are imperial Roman sculpture; Palace of Versailles; Picasso’s Guernica; layout of Washington, DC.

### SS.912.H.1.3:
- **Clarifications:** Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

### SS.912.W.1.5:
- **Clarifications:** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

### SS.912.W.2.5:
- **Clarifications:** Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.

### TH.912.C.1.4:
- **Clarifications:** Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

### TH.912.H.1.1:
- **Clarifications:** Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.

### TH.912.H.2.1:
- **Clarifications:** Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.

### TH.912.H.2.2:
- **Clarifications:** 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.C.1.8:
- **Clarifications:** Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.

### VA.912.C.2.8:
- **Clarifications:** Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.

### VA.912.C.3.2:
- **Clarifications:** 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:** 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:** Explore how perceptions of gender, race, age, and physical ability have affected dance as an art form.

### DA.912.H.2.2:
- **Clarifications:** Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.

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

**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 EE and MTRs, please visit [https://www.cpalms.org/Standards/BEST_Standards.aspx](https://www.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 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: [https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf](https://cpalmsmediaprod.blob.core.windows.net/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).*

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**GENERAL INFORMATION**

- **Course Number:** 0900310
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** State Board 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: Humanities
  SubSubject: General
- **Abbreviated Title:** HUM 1 HON
- **Course Length:** Year (Y)
- **Course Attributes:**
  - Honors
- **Course Level:** 3
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## Course Standards

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<td>Compare and contrast treatments of the same topic in several primary and secondary sources.</td>
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<td>LAFS.910.RH.4.10:</td>
<td>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</td>
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<td>LAFS.910.SL.1.1:</td>
<td>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.</td>
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<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
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<td>LAFS.910.SL.2.4:</td>
<td>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.</td>
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<td>LAFS.910.SL.2.5:</td>
<td>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.</td>
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<td>LAFS.910.WHST.1.1:</td>
<td>Write arguments focused on discipline-specific content.</td>
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<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</td>
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<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td>LAFS.910.WHST.2.5:</td>
<td>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.</td>
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<td>LAFS.910.WHST.2.6:</td>
<td>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.</td>
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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 genres according to the periods in which they were created.

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.

SS.912.H.1.3: Relate works in the arts to various cultures.

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.

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 a theatrical reality for a specific historical and/or geographical play.

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.

MU.912.H.2.1: Evaluate the social impact of music on specific historical periods.

MA.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.

EAL.K12.ELL.SL.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:
https://cpalmsmediaprod.blob.core.windows.net/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

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 >
Abbreviated Title: HUM 2 HON
Course Length: Semester (S)
Course Attributes:
- Honors
Course Level: 3
Grade Level(s): 9,10,11,12

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<td>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. <strong>Clarifications:</strong> Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</td>
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<td>SS.912.H.1.2</td>
<td>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. <strong>Clarifications:</strong> Examples are Imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</td>
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<td>SS.912.H.1.3</td>
<td>Relate works in the arts to various cultures. <strong>Clarifications:</strong> Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
</tr>
<tr>
<td>SS.912.H.3.2</td>
<td>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.</td>
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<td>SS.912.W.4.2</td>
<td>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
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<td>SS.912.W.4.4</td>
<td>Identify characteristics of Renaissance humanism in works of art. <strong>Clarifications:</strong> Examples are influence of classics, School of Athens.</td>
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<tr>
<td>SS.912.W.4.5</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
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<td>SS.912.W.5.4</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
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**MA.K12.MTR.1.1**

Mathematicians who participate in effortful learning both individually and with others:
- 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. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - 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**

Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:
- 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. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - 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.

**MA.K12.MTR.3.1**

Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:
- 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. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:
  - 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.
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:

- 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.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- 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.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- 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.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- 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.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- 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.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

- 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.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- 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.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

- 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.

Cite evidence to explain and justify reasoning.

**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.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1: 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: 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.

ELA.K12.EE.4.1: Clarifications: 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: 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.5.1: Clarifications: Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1: Clarifications: Use appropriate voice and tone when speaking or writing.

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.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: 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.

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

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4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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 https://www.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 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:
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GENERAL INFORMATION

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Number of Credits: Half credit (.5)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education
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Abbreviated Title: HUM 2 HON
Course Length: Semester (S)
Course Attributes:
+ Honors
Course Level: 3

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| Social Science (Grades 6-12) |
| English (Grades 6-12) |
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<td>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>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 collegiate 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. Propet 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.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.2:</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.3:</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.4:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.SL.2.5:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.1:</td>
<td>Write arguments focused on discipline-specific content. 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. 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. 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 or supports the argument presented.</td>
</tr>
<tr>
<td>LAFS.910.WHST.1.2:</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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. 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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. 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. 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).</td>
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<tr>
<td>LAFS.910.WHST.2.4:</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>LAFS.910.WHST.2.5:</td>
<td>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.</td>
</tr>
<tr>
<td>LAFS.910.WHST.2.6:</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 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 informational texts to support analysis, reflection, and research.

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.

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.

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.

Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

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.

Evaluate performance quality in recorded and/or live performances.

Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

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.

Identify characteristics of Renaissance humanism in works of art.

Identify rationale for aesthetic choices in recording visual media.

Evaluate the social impact of music on specific historical periods.

Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

Research the correlations between theatrical forms and the social, economic, political, and religious structures in the Western world.

Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.

Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.

Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.

Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."

Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.

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.
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.

Construct viable arguments and critique the reasoning of others.

Mathematically 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 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.

Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.

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.

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.

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 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:
https://cpalmsmediaprod.blob.core.windows.net/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**

| Course Number: 0900320 | 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 2 HON |
| Number of Credits: One (1) credit | Course Length: Year (Y) |
| Course Type: Elective Course | Course Attributes: |
| Course Status: Course Approved | • Honors |
| 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) |
| Social Science (Grades 6-12) |
| Art (Elementary and Secondary Grades K-12) |
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.H.1.1:</td>
<td>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.</td>
<td>Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</td>
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<tr>
<td>SS.912.H.1.2:</td>
<td>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.</td>
<td>Examples are Imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</td>
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<td>SS.912.H.1.3:</td>
<td>Relate works in the arts to various cultures.</td>
<td>Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</td>
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<tr>
<td>SS.912.H.3.2:</td>
<td>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.</td>
<td>Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</td>
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<tr>
<td>SS.912.W.4.2:</td>
<td>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</td>
<td>Examples are influence of classics, School of Athens.</td>
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<tr>
<td>SS.912.W.4.4:</td>
<td>Identify characteristics of Renaissance humanism in works of art.</td>
<td>Examples are influence of classics, School of Athens.</td>
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<tr>
<td>SS.912.W.4.5:</td>
<td>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</td>
<td>Examples are influence of classics, School of Athens.</td>
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<tr>
<td>SS.912.W.5.4:</td>
<td>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</td>
<td>Examples are influence of classics, School of Athens.</td>
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<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
<td>• Cultivate a community of growth mindset learners.</td>
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<td></td>
<td>• Ask questions that will help with solving the task.</td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
<td>• Develop students' ability to analyze and problem solve.</td>
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<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
<td>• Recognize students' effort when solving challenging problems.</td>
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<td>• Help and support each other when attempting a new method or approach.</td>
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<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<td></td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
<td>• Help students make connections between concepts and representations.</td>
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<td></td>
<td>• Build understanding through modeling and using manipulatives.</td>
<td>• Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
<td>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
<td>• Show students that various representations can have different purposes and can be useful in different situations.</td>
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<td>• Express connections between concepts and representations.</td>
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<td></td>
<td>• Choose a representation based on the given context or purpose.</td>
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<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Complete tasks with mathematical fluency.</td>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
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<td></td>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
<td>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
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<td>• Select efficient and appropriate methods for solving problems within the given context.</td>
<td>• Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
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<td>• Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
<td>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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<td>• Complete tasks accurately and with confidence.</td>
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<td>• Adapt procedures to apply them to a new context.</td>
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<td>• Use feedback to improve efficiency when performing calculations.</td>
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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:

- 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.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- 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.

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- 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.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- 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.

Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:

- 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.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- 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.

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

- 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.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- 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.

Cite evidence to explain and justify reasoning.

**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.
ELA.K12.EE.2.1: Make inferences to support comprehension.

ELA.K12.EE.3.1: 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.

ELA.K12.EE.4.2: 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.

ELA.K12.EE.5.1: 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 the accepted rules governing a specific format to create quality work.

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.

Mu.912.C.2.2: Evaluate performance quality in recorded and/or live performances.

Mu.912.H.1.1: Investigate and discuss how a culture's traditions are reflected through its music.

Mu.912.H.1.2: Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

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.

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.

Va.912.C.1.6: Identify rationale for aesthetic choices in recording visual 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.

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.

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.

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.912.Ell.1: English language learners communicate for social and instructional purposes within the school setting.
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).

**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 EE’s and MTR’s, please visit https://www.fldoe.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 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: https://cpalmsmediaprod.blob.core.windows.net/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).
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General Course Information and Notes

GENERAL NOTES

For more information about this Cambridge course, visit http://www.cie.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 > Abbreviated Title: AICE CL STDS 1 AS

Course Length: Year (Y)

Course Attributes:
- Advanced International Certificate of Education (AICE)

Course Level: 3

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

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

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

GENERAL INFORMATION

Course Number: 0900505
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Humanities > SubSubject: General > Abbreviated Title: AICE CL STDS 2 AL
Course Length: Year (Y)
Course Attributes:
  • Advanced International Certificate of Education (AICE)
Course Level: 3

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GENERAL NOTES

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

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<td>Year (Y)</td>
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Educator Certifications

- Humanities (Elementary and Secondary Grades K-12)
- Social Science (Grades 6-12)
General Course Information and Notes

GENERAL NOTES

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**Educator Certifications**

- Humanities (Elementary and Secondary Grades K-12)
- Social Science (Grades 6-12)
### 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

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### Course Standards

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<th>Name</th>
<th>Description</th>
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| MA.K12.MTR.1.1:           | Mathematicians who participate in effortful learning both individually and with others:  
  - 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.  
  **Clarifications:**  
  Teachers who encourage students to participate actively in effortful learning both individually and with others:  
  - 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:           | Mathematicians who demonstrate understanding by representing problems in multiple ways:  
  - 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.  
  **Clarifications:**  
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
  - 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. |
| MA.K12.MTR.3.1:           | Mathematicians who complete tasks with mathematical fluency:  
  - 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.  
  **Clarifications:**  
  Teachers who encourage students to complete tasks with mathematical fluency:  
  - 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. |
| MA.K12.MTR.4.1:           | Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
  - 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.  
  **Clarifications:**  
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
  - 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. |
|                           | Use patterns and structure to help understand and connect mathematical concepts.  
  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
  - 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.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• 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.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• 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.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• 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.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• 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.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• 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.

Cite evidence to explain and justify reasoning.

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.

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

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.

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.

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.

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.