

Course: Humanities Survey- 0900300

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4209.aspx>

BASIC INFORMATION

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| Course Title: | Humanities Survey |
| Course Number: | 0900300 |
| Course Abbreviated Title: | HUM SURV |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Humanities SubSubject: Humanities |
| Number of Credits: | Half credit (.5) |
| Course length: | Semester (S) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• 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 <p>Special Notes:</p> <p>Instructional Practices Teaching from well-written, grade-level instructional materials</p> |

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| | <p>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:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). |
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STANDARDS (31)

MACC.K12.MP Mathematical Practices

- MACC.K12.MP.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5 Use appropriate tools strategically.
- MACC.K12.MP.6 Attend to precision.

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| LACC.910.RH.1.2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| LACC.910.RH.2.6: | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| LACC.910.RH.3.7: | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |

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| <p><u>LACC.910.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <p><u>LACC.910.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |
| <p><u>LACC.910.SL.1.3:</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> |
| <p><u>LACC.910.SL.2.4:</u></p> | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> |
| <p><u>LACC.910.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC 910 WHST 2 4</u></p> | <p>Produce clear and coherent writing in which the development,</p> |

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| | organization, and style are appropriate to task, purpose, and audience. |
| <u>LACC.910.WHST.3.9:</u> | Draw evidence from informational texts to support analysis, reflection, and research. |
| <u>MU.912.H.1.1:</u> | Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual |
| <u>MU.912.H.1.4:</u> | Analyze how Western music has been influenced by historical and current world cultures. |
| <u>MU.912.H.2.1:</u> | Evaluate the social impact of music on specific historical periods. |
| <u>MU.912.H.2.3:</u> | Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues |
| <u>SS.912.H.1.1:</u> | 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. Remarks/Examples Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary. |
| <u>SS.912.H.1.2:</u> | 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. Remarks/Examples Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC. |
| <u>SS.912.H.1.3:</u> | Relate works in the arts to various cultures. Remarks/Examples Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman. |
| <u>SS.912.H.1.4:</u> | Explain philosophical beliefs as they relate to works in the arts. |

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| | <p>Remarks/Examples</p> <p>Examples are classical architecture, protest music, Native American dance, Japanese Noh.</p> |
| <u>SS.912.H.1.5:</u> | <p>Examine artistic response to social issues and new ideas in various cultures.</p> <p>Remarks/Examples</p> <p>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p> |
| <u>SS.912.H.1.6:</u> | <p>Analyze how current events are explained by artistic and cultural trends of the past.</p> |
| <u>SS.912.H.1.7:</u> | <p>Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.</p> |
| <u>SS.912.H.2.4:</u> | <p>Examine the effects that works in the arts have on groups, individuals, and cultures.</p> |
| <u>TH.912.H.1.1:</u> | <p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p> |
| <u>TH.912.H.1.4:</u> | <p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p> |
| <u>TH.912.H.2.2:</u> | <p>Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.</p> |
| <u>VA.912.C.1.6:</u> | <p>Identify rationale for aesthetic choices in recording visual media.</p> <p>Remarks/Examples</p> <p>e.g., two-, three-, and four-dimensional media, motion or multi-media</p> |
| <u>VA.912.H.1.1:</u> | <p>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</p> |
| <u>VA.912.H.1.10:</u> | <p>Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.</p> <p>Remarks/Examples</p> <p>e.g., belief system, ecology, environment, current visual culture,</p> |

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| | economy |
| <u>VA.912.H.1.3:</u> | Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics. |
| <u>VA.912.H.1.8:</u> | Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art. Remarks/Examples e.g., patronage, authority, iconography, gender, semiotics, deconstruction |
| <u>VA.912.H.1.9:</u> | Describe the significance of major artists, architects, or masterworks to understand their historical influences. |



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Course: Humanities 1 (to 1500) Honors-0900310

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4212.aspx>

BASIC INFORMATION

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| Course Title: | Humanities 1 (to 1500) Honors |
| Course Number: | 0900310 |
| Course Abbreviated Title: | HUM 1 HON |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Humanities SubSubject: Humanities |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 3 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• 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/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

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).

MACC.K12.MP
 MACC.K12.MP.1
 MACC.K12.MP.3
 MACC.K12.MP.5
 MACC.K12.MP.6

Mathematical Practices

Make sense of problems and persevere in solving them.
 Construct viable arguments and critique the reasoning of others.
 Use appropriate tools strategically.
 Attend to precision.

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| <p><u>DA.912.C.1.3:</u></p> | <p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <p>Remarks/Examples</p> <p>e.g., journal entries, discussion</p> |
| <p><u>DA.912.H.2.1:</u></p> | <p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.</p> <p>Remarks/Examples</p> <p>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p> |
| <p><u>DA.912.H.2.2:</u></p> | <p>Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.</p> |
| <p><u>LACC.910.RH.1.1:</u></p> | <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> |
| <p><u>LACC.910.RH.1.2:</u></p> | <p>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.</p> |
| <p><u>LACC.910.RH.1.3:</u></p> | <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> |
| <p><u>LACC.910.RH.2.4:</u></p> | <p>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.</p> |
| <p><u>LACC.910.RH.2.5:</u></p> | <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> |
| <p><u>LACC.910.RH.2.6:</u></p> | <p>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.</p> |

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| <u>LACC.910.RH.3.7:</u> | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| <u>LACC.910.RH.3.8:</u> | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| <u>LACC.910.RH.3.9:</u> | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| <u>LACC.910.RH.4.10:</u> | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| <u>LACC.910.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <u>LACC.910.SL.1.2:</u> | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| <u>LACC.910.SL.1.3:</u> | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |

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| <p><u>LACC.910.SL.2.4:</u></p> | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> |
| <p><u>LACC.910.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC.910.WHST.1.1:</u></p> | <p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among 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. |
| <p><u>MU.912.C.2.2:</u></p> | <p>Evaluate performance quality in recorded and/or live performances.</p> |
| <p><u>LACC.910.WHST.1.2:</u></p> | <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> 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 |

Course: English 4 for Credit Recovery- 1001402

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4295.aspx>

BASIC INFORMATION

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| Course Title: | English 4 for Credit Recovery |
| Course Number: | 1001402 |
| Course Abbreviated Title: | English 4 CR |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Multiple (M) - Course length can vary |
| Course Type: | Elective |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Version Description: | The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. |
| General Notes: | The content should include, but not be limited to, the following: <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence○ power and impact of language |

- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the

more general expectations described by the CCR anchor standards.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

STANDARDS (45)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. **The following standards are not required in British literature classes:** LACC.1112.RI.3.8, LACC.1112.RI.3.9*

Writing

Standards Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and*

organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Standards Notes: The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

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| HE.912.B.4.3: | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |
| HE.912.B.4.4: | <p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p> |
| LACC.1112.L.1.1: | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> |

Course: Applied Communications 2- 1001470

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4331.aspx>

BASIC INFORMATION

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| Course Title: | Applied Communications 2 |
| Course Number: | 1001470 |
| Course Abbreviated Title: | APPL COMMS 2 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Version Description: | <p>The purpose of this course is to develop complex college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• using problem solving skills and research skills primarily in career and technical profession contexts• reading on-grade level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text• reading on-grade level literary text to obtain information and integrate knowledge of selected texts in listed standards• writing informational and argument texts to communicate |

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| | <p>information and ideas with an emphasis on career, technical, and occupational tasks</p> <ul style="list-style-type: none"> • using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success • understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction and related primary documents • using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions • using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions • collaborating amongst peers |
| <p>General Notes:</p> | <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.</p> <ol style="list-style-type: none"> 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). <p><i>The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings</i></p> |

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| | <i>mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i> |
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STANDARDS (43)

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Standards Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Standards Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Standards Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable in all content areas.

- *Make sense of problems and persevere in solving them. (MP 1)*
- *Construct viable arguments and critique the reasoning of others. (MP 3)*
- *Attend to precision. (MP 6)*

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| <p><u>HE.912.B.4.1:</u></p> | <p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> |
| <p><u>HE.912.B.4.2:</u></p> | <p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p> |
| <p><u>LACC.1112.L.1.1:</u></p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. |
| <p><u>LACC.1112.L.1.2:</u></p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
| <p><u>LACC.1112.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |

Course: English 3 Through ESOL- 1002320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4839.aspx>

BASIC INFORMATION

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| Course Title: | English 3 Through ESOL |
| Course Number: | 1002320 |
| Course Abbreviated Title: | ENG 3 THROUGH ESOL |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. |
| General Notes: | The content should include, but not be limited to, the following: <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure |

- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the

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| | <i>grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i> |
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STANDARDS (45)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Writing

Standards Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standards Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standards Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

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| HE.912.B.4.1: | Explain skills needed to communicate effectively with family, peers, |
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| | <p>and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> |
| <p><u>HE.912.B.4.2:</u></p> | <p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p> |
| <p><u>LACC.1112.L.1.1:</u></p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. |
| <p><u>LACC.1112.L.1.2:</u></p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
| <p><u>LACC.1112.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |

Course: Developmental Language Arts Through ESOL (MC)- 1002380

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3748.aspx>

BASIC INFORMATION

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| Course Title: | Developmental Language Arts Through ESOL (MC) |
| Course Number: | 1002380 |
| Course Abbreviated Title: | DEV LANG ARTS ESOL |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English for Speakers of Other Languages |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Elective |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex |

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| | <p>text.</p> <p>Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.</p> |
| <p>General Notes:</p> | <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ text craft and structure ○ elements of literature ○ arguments and claims supported by textual evidence ○ power and impact of language ○ influence of history, culture, and setting on language ○ personal critical and aesthetic response • writing for varied purposes <ul style="list-style-type: none"> ○ developing and supporting argumentative claims ○ crafting coherent, supported informative/expository texts ○ responding to literature for personal and analytical purposes ○ writing narratives to develop real or imagined events ○ writing to sources using text- based evidence and reasoning • effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions • collaboration amongst peers <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex. |

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

Additional Notes: Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. The reading intervention course should require that students increase the amount and complexity of text they read independently throughout the school year, as these students do not have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of reading skills in older readers. The instructional approaches should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring.

Instruction should be explicit and systematic. It should provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to ensure mastery.

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

STANDARDS (66)

General Notes: *The CCR anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Writing

Standard Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standard Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standard Notes: *The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

LACC.1112.L.1.2:

Demonstrate command of the conventions of standard English

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| | <p>capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
| <p><u>LACC.1112.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| <p><u>LACC.1112.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.1112.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |

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| | b. Analyze nuances in the meaning of words with similar denotations. |
| <u>LACC.1112.L.3.6:</u> | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <u>LACC.1112.RI.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RI.1.2:</u> | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| <u>LACC.1112.RI.1.3:</u> | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| <u>LACC.1112.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <u>LACC.1112.RI.2.5:</u> | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| <u>LACC.1112.RI.2.6:</u> | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| <u>LACC.1112.RI.3.7:</u> | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| <u>LACC.1112.RI.3.8:</u> | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |

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| <p><u>LACC.1112.RI.3.9:</u></p> | <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> |
| <p><u>LACC.1112.RI.4.10:</u></p> | <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <p><u>LACC.1112.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |
| <p><u>LACC.1112.RI.1.2:</u></p> | <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> |
| <p><u>LACC.1112.RI.1.3:</u></p> | <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> |
| <p><u>LACC.1112.RI.2.4:</u></p> | <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> |
| <p><u>LACC.1112.RI.2.5:</u></p> | <p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> |
| <p><u>LACC.1112.RI.2.6:</u></p> | <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> |

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| <p><u>LACC.1112.RL.3.7:</u></p> | <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> |
| <p><u>LACC.1112.RL.3.9:</u></p> | <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> |
| <p><u>LACC.1112.RL.4.10:</u></p> | <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <p><u>LACC.1112.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the |

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| | investigation or complete the task. |
| <u>LACC.1112.SL.1.2:</u> | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| <u>LACC.1112.SL.1.3:</u> | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| <u>LACC.1112.SL.2.4:</u> | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| <u>LACC.1112.SL.2.5:</u> | 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. |
| <u>LACC.1112.SL.2.6:</u> | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.1112.W.3.7:</u> | 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. |
| <u>LACC.1112.W.3.9:</u> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. |

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| | <p>texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> |
| <p><u>LACC.1112.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p><u>LACC.910.L.1.2:</u></p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. |
| <p><u>LACC.910.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. |
| <p><u>LACC.910.RI.3.8:</u></p> | <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> |
| <p><u>LACC.910.RI.3.9:</u></p> | <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> |
| <p><u>LACC.910.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, |

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| | <p>paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ol style="list-style-type: none"> b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.910.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.910.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><u>LACC.910.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| <p><u>LACC.910.RI.1.2:</u></p> | <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> |
| <p><u>LACC.910.RI.1.3:</u></p> | <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> |
| <p><u>LACC.910.RI.2.4:</u></p> | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p> |

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| | analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| <u>LACC.910.RI.2.5:</u> | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| <u>LACC.910.RI.2.6:</u> | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| <u>LACC.910.RI.3.7:</u> | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| <u>LACC.910.RI.4.10:</u> | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. |
| <u>LACC.910.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>LACC.910.RL.1.2:</u> | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RL.1.3:</u> | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| <u>LACC.910.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| <u>LACC.910.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., |

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| | <p> pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> |
| <u>LACC.910.RL.2.6:</u> | <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> |
| <u>LACC.910.RL.3.7:</u> | <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> |
| <u>LACC.910.RL.3.9:</u> | <p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> |
| <u>LACC.910.RL.4.10:</u> | <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> |
| <u>LACC.910.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| | <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> |
| <u>LACC.910.SL.1.2:</u> | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| <u>LACC.910.SL.1.3:</u> | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| <u>LACC.910.SL.2.4:</u> | 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. |
| <u>LACC.910.SL.2.5:</u> | 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. |
| <u>LACC.910.SL.2.6:</u> | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.910.W.3.7:</u> | 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. |
| <u>LACC.910.W.3.9:</u> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific |

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| | claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| <u>LACC.910.W.4.10:</u> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |



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Course: English 3 Through ESOL for Credit Recovery- 1002325

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BASIC INFORMATION

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| Course Title: | English 3 Through ESOL for Credit Recovery |
| Course Number: | 1002325 |
| Course Abbreviated Title: | English 3 Through ESOL for CR |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Multiple (M) - Course length can vary |
| Course Type: | Elective |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Version Description: | The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. |
| General Notes: | The content should include, but not be limited to, the following: <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine: |

- text craft and structure
- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must

demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

STANDARDS (45)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Writing

Standards Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standards Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standards Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

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| <u>HE.912.B.4.1:</u> | Explain skills needed to communicate effectively with family, peers, and others to enhance health. Remarks/Examples Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication. |
| <u>HE.912.B.4.2:</u> | Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Remarks/Examples Validate other's opinions, use direct statement, use active statement, and offer alternatives. |
| <u>LACC.1112.L.1.1:</u> | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. |

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| <p><u>LACC.1112.L.1.2:</u></p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
| <p><u>LACC.1112.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| <p><u>LACC.1112.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.1112.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |

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| | b. Analyze nuances in the meaning of words with similar denotations. |
| <u>LACC.1112.L.3.6:</u> | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <u>LACC.1112.RI.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RI.1.2:</u> | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| <u>LACC.1112.RI.1.3:</u> | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| <u>LACC.1112.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <u>LACC.1112.RI.2.5:</u> | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| <u>LACC.1112.RI.2.6:</u> | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| <u>LACC.1112.RI.3.7:</u> | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| <u>LACC.1112.RI.3.8:</u> | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |

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| <p><u>LACC.1112.RI.3.9:</u></p> | <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> |
| <p><u>LACC.1112.RI.4.10:</u></p> | <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <p><u>LACC.1112.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |
| <p><u>LACC.1112.RI.1.2:</u></p> | <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> |
| <p><u>LACC.1112.RI.1.3:</u></p> | <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> |
| <p><u>LACC.1112.RI.2.4:</u></p> | <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> |
| <p><u>LACC.1112.RI.2.5:</u></p> | <p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> |
| <p><u>LACC.1112.RI.2.6:</u></p> | <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> |

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| <p><u>LACC.1112.RL.3.7:</u></p> | <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> |
| <p><u>LACC.1112.RL.3.9:</u></p> | <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> |
| <p><u>LACC.1112.RL.4.10:</u></p> | <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <p><u>LACC.1112.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the |

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| | investigation or complete the task. |
| <u>LACC.1112.SL.1.2:</u> | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| <u>LACC.1112.SL.1.3:</u> | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| <u>LACC.1112.SL.2.4:</u> | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| <u>LACC.1112.SL.2.5:</u> | 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. |
| <u>LACC.1112.SL.2.6:</u> | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.1112.W.1.1:</u> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify |

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| | <p>the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| <p><u>LACC.1112.W.1.2:</u></p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| <p><u>LACC.1112.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, |

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| | <p>situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| <p><u>LACC.1112.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.1112.W.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> |
| <p><u>LACC.1112.W.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |
| <p><u>LACC.1112.W.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p><u>LACC.1112.W.3.8:</u></p> | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively</p> |

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| | to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| <u>LACC.1112.W.3.9:</u> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). |
| <u>LACC.1112.W.4.10:</u> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <u>SS.912.C.1.3:</u> | Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| <u>SS.912.C.2.9:</u> | <p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p> |



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| <p><u>LACC.1112.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.1112.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.1112.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><u>LACC.1112.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |
| <p><u>LACC.1112.RI.1.2:</u></p> | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> |

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| <u>LACC.1112.RI.1.3:</u> | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| <u>LACC.1112.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <u>LACC.1112.RI.2.5:</u> | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| <u>LACC.1112.RI.2.6:</u> | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| <u>LACC.1112.RI.3.7:</u> | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| <u>LACC.1112.RI.3.8:</u> | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| <u>LACC.1112.RI.3.9:</u> | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| <u>LACC.1112.RI.4.10:</u> | <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <u>LACC.1112.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the |

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| | text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RL.1.2:</u> | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| <u>LACC.1112.RL.1.3:</u> | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| <u>LACC.1112.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| <u>LACC.1112.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| <u>LACC.1112.RL.2.6:</u> | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| <u>LACC.1112.RL.3.7:</u> | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| <u>LACC.1112.RL.3.9:</u> | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| <u>LACC.1112.RL.4.10:</u> | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR |

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| | text complexity band independently and proficiently. |
| <u>LACC.1112.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| <u>LACC.1112.SL.1.2:</u> | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| <u>LACC.1112.SL.1.3:</u> | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| <u>LACC.1112.SL.2.4:</u> | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and |

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| | informal tasks. |
| <u>LACC.1112.SL.2.5:</u> | 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. |
| <u>LACC.1112.SL.2.6:</u> | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.1112.W.1.1:</u> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| <u>LACC.1112.W.1.2:</u> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., |

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| | <p>headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| <p><u>LACC.1112.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the |

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| | narrative. |
| <u>LACC.1112.W.2.4:</u> | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| <u>LACC.1112.W.2.5:</u> | 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) |
| <u>LACC.1112.W.2.6:</u> | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| <u>LACC.1112.W.3.7:</u> | 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. |
| <u>LACC.1112.W.3.8:</u> | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| <u>LACC.1112.W.3.9:</u> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The |

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| | Federalist, presidential addresses]”). |
| <u>LACC.1112.W.4.10:</u> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <u>SS.912.C.1.3:</u> | Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| <u>SS.912.C.2.9:</u> | <p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p> |



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Course: English 2 Through ESOL for Credit Recovery- 1002315

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BASIC INFORMATION

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| Course Title: | English 2 Through ESOL for Credit Recovery |
| Course Number: | 1002315 |
| Course Abbreviated Title: | English 2 Through ESOL for CR |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Multiple (M) - Course length can vary |
| Course Type: | Elective |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Version Description: | The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. |
| General Notes: | The content should include, but not be limited to, the following: <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine: |

- text craft and structure
- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that

together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

STANDARDS (48)

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the

grades.

Writing

Standards Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Standards Notes: The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standard may be addressed again in higher grades at a more rigorous level of study: LACC.910.1.1a**

Blended Curriculum: The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

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| HE.912.B.3.3: | Justify the validity of a variety of technologies to gather health information. Remarks/Examples Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs. |
| HE.912.B.5.1: | Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid- |

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| | treatment options. |
| <u>LA.910.1.7.4:</u> | The student will identify cause-and-effect relationships in text; |
| <u>LA.910.1.7.5:</u> | The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; |
| <u>LA.910.2.2.1:</u> | The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); |
| <u>LACC.910.L.1.1:</u> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| <u>LACC.910.L.1.2:</u> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. |
| <u>LACC.910.L.2.3:</u> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. |

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| <p><u>LACC.910.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.910.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.910.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><u>LACC.910.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| <p><u>LACC.910.RI.1.2:</u></p> | <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> |
| <p><u>LACC.910.RI.1.3:</u></p> | <p>Analyze how the author unfolds an analysis or series of ideas or</p> |

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| | events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| <u>LACC.910.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| <u>LACC.910.RI.2.5:</u> | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| <u>LACC.910.RI.2.6:</u> | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| <u>LACC.910.RI.3.7:</u> | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| <u>LACC.910.RI.3.8:</u> | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| <u>LACC.910.RI.3.9:</u> | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| <u>LACC.910.RI.4.10:</u> | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. |
| <u>LACC.910.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>LACC.910.RL.1.2:</u> | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges |

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| | and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RL.1.3:</u> | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| <u>LACC.910.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| <u>LACC.910.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| <u>LACC.910.RL.2.6:</u> | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| <u>LACC.910.RL.3.7:</u> | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |
| <u>LACC.910.RL.3.9:</u> | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| <u>LACC.910.RL.4.10:</u> | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| <u>LACC.910.W.2.5:</u> | 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. (Editing for conventions should demonstrate command of Language |

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| | standards 1–3 up to and including grades 9–10.) |
| <u>LACC.910.W.2.6:</u> | 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. |
| <u>LACC.910.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <u>LACC.910.SL.1.2:</u> | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| <u>LACC.910.SL.1.3:</u> | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| <u>LACC.910.SL.2.4:</u> | 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. |

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| <p><u>LACC.910.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC.910.SL.2.6:</u></p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> |
| <p><u>LACC.910.W.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p><u>LACC.910.W.3.8:</u></p> | <p>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.</p> |
| <p><u>LACC.910.W.1.1:</u></p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |

LACC.910.W.1.2:

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LACC.910.W.1.3:

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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| | <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| <p><u>LACC.910.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.910.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> |
| <p><u>LACC.910.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p><u>SS.912.C.2.10:</u></p> | <p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p> |
| <p><u>SS.912.C.2.11:</u></p> | <p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p> |



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Course: English 2 Through ESOL- 1002310

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BASIC INFORMATION

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| Course Title: | English 2 Through ESOL |
| Course Number: | 1002310 |
| Course Abbreviated Title: | ENG 2 THROUGH ESOL |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. |
| General Notes: | The content should include, but not be limited to, the following: <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure |

- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the

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| | <p>grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</p> |
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STANDARDS (48)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Writing

Standards Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standards Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standards Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. The following standard may be addressed again in higher grades at a more rigorous level of study: LACC.910.1.1a*

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

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| <p><u>HE.912.B.3.3:</u></p> | <p>Justify the validity of a variety of technologies to gather health information.</p> <p>Remarks/Examples</p> <p>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.</p> |
| <p><u>HE.912.B.5.1:</u></p> | <p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p> |
| <p><u>LA.910.1.7.4:</u></p> | <p>The student will identify cause-and-effect relationships in text;</p> |
| <p><u>LA.910.1.7.5:</u></p> | <p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p> |
| <p><u>LA.910.2.2.1:</u></p> | <p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);</p> |
| <p><u>LACC.910.L.1.1:</u></p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to |

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| | writing or presentations. |
| LACC.910.L.1.2: | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. |
| LACC.910.L.2.3: | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. |
| LACC.910.L.3.4: | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| LACC.910.L.3.5: | Demonstrate understanding of figurative language, word |

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| | <p>relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <u>LACC.910.L.3.6:</u> | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <u>LACC.910.RI.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>LACC.910.RI.1.2:</u> | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RI.1.3:</u> | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| <u>LACC.910.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| <u>LACC.910.RI.2.5:</u> | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| <u>LACC.910.RI.2.6:</u> | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| <u>LACC.910.RI.3.7:</u> | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| <u>LACC.910.RI.3.8:</u> | Delineate and evaluate the argument and specific claims in a text, |

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| | assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| <u>LACC.910.RI.3.9:</u> | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| <u>LACC.910.RI.4.10:</u> | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. |
| <u>LACC.910.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>LACC.910.RL.1.2:</u> | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RL.1.3:</u> | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| <u>LACC.910.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| <u>LACC.910.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| <u>LACC.910.RL.2.6:</u> | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| <u>LACC.910.RI.3.7:</u> | Analyze the representation of a subject or a key scene in two |

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| | different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |
| <u>LACC.910.RL.3.9:</u> | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| <u>LACC.910.RL.4.10:</u> | <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> |
| <u>LACC.910.W.2.5:</u> | 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| <u>LACC.910.W.2.6:</u> | 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. |
| <u>LACC.910.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions |

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| | <p>that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> |
| <p><u>LACC.910.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |
| <p><u>LACC.910.SL.1.3:</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> |
| <p><u>LACC.910.SL.2.4:</u></p> | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> |
| <p><u>LACC.910.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC.910.SL.2.6:</u></p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> |
| <p><u>LACC.910.W.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p><u>LACC.910.W.3.8:</u></p> | <p>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.</p> |

LACC.910.W.1.1:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

LACC.910.W.1.2:

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while

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| | <p>attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> |
| <p><u>LACC.910.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| <p><u>LACC.910.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.910.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction</p> |

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| | (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| <u>LACC.910.W.4.10:</u> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <u>SS.912.C.2.10:</u> | Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging. |
| <u>SS.912.C.2.11:</u> | Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. |



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| <p><u>LACC.1112.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.1112.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.1112.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><u>LACC.1112.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |
| <p><u>LACC.1112.RI.1.2:</u></p> | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> |

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| <u>LACC.1112.RI.1.3:</u> | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| <u>LACC.1112.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <u>LACC.1112.RI.2.6:</u> | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| <u>LACC.1112.RI.3.7:</u> | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| <u>LACC.1112.RI.3.8:</u> | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| <u>LACC.1112.RI.3.9:</u> | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| <u>LACC.1112.RI.4.10:</u> | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |
| <u>LACC.1112.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RL.1.2:</u> | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they |

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| | interact and build on one another to produce a complex account; provide an objective summary of the text. |
| <u>LACC.1112.RL.1.3:</u> | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| <u>LACC.1112.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| <u>LACC.1112.RL.2.6:</u> | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| <u>LACC.1112.RL.3.7:</u> | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| <u>LACC.1112.RL.3.9:</u> | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| <u>LACC.1112.RL.4.10:</u> | <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <u>LACC.1112.SL.1.1:</u> | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |

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| | <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| <p><u>LACC.1112.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| <p><u>LACC.1112.SL.1.3:</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |
| <p><u>LACC.1112.SL.2.4:</u></p> | <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| <p><u>LACC.1112.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC 1112 SL 2 6:</u></p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating a</p> |

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| | command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.1112.W.1.1:</u> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| <u>LACC.1112.W.3.7:</u> | 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. |
| <u>LACC.1112.W.3.8:</u> | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| <u>LACC.1112.W.1.2:</u> | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the |

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| | <p>effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| <p><u>LACC.1112.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory |

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| | <p>language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| <u>LACC.1112.W.2.4:</u> | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| <u>LACC.1112.W.2.5:</u> | 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) |
| <u>LACC.1112.W.2.6:</u> | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| <u>LACC.1112.W.3.9:</u> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> |
| <u>LACC.1112.W.4.10:</u> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <u>SS 912 C 1 3:</u> | Evaluate the ideals and principles of the founding documents |

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| | (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| <u>SS.912.C.2.9:</u> | <p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p> |



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Course: English 1 Through ESOL for Credit Recovery- 1002305

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3802.aspx>

BASIC INFORMATION

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| Course Title: | English 1 Through ESOL for Credit Recovery |
| Course Number: | 1002305 |
| Course Abbreviated Title: | ENG 1 TH ESOL for CR |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Multiple (M) - Course length can vary |
| Course Type: | Elective |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Version Description: | The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. |
| General Notes: | General Notes: The content should include, but not be limited to, the following: <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied |

literary periods to examine:

- text craft and structure
- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing

broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

STANDARDS (48)

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each

year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Writing

Standards Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Standards Notes: The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.910.L.1.1a.**

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

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| HE.912.C.1.2: | Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples |
| | Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise. |
| HE.912.C.2.5: | Evaluate the effect of media on personal and family health. Remarks/Examples |
| | Compares brand-name/store-brand items in home, analyzes |

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| | television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence. |
| <u>LA.910.1.7.4:</u> | The student will identify cause-and-effect relationships in text; |
| <u>LA.910.1.7.5:</u> | The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; |
| <u>LA.910.2.2.1:</u> | The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); |
| <u>LACC.910.L.1.1:</u> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| <u>LACC.910.L.1.2:</u> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. |
| <u>LACC.910.L.2.3:</u> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for</i> |

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| | <p><i>Writers</i>) appropriate for the discipline and writing type.</p> |
| <p><u>LACC.910.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.910.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.910.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><u>LACC.910.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| <p><u>LACC.910.RI.1.2:</u></p> | <p>Determine a central idea of a text and analyze its development over</p> |

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| | the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RI.1.3:</u> | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| <u>LACC.910.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| <u>LACC.910.RI.2.5:</u> | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| <u>LACC.910.RI.2.6:</u> | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| <u>LACC.910.RI.3.7:</u> | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| <u>LACC.910.RI.3.8:</u> | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| <u>LACC.910.RI.3.9:</u> | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| <u>LACC.910.RI.4.10:</u> | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. |
| <u>LACC.910.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the |

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| | text. |
| <u>LACC.910.RL.1.2:</u> | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RL.1.3:</u> | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| <u>LACC.910.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| <u>LACC.910.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| <u>LACC.910.RL.2.6:</u> | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| <u>LACC.910.RL.3.7:</u> | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |
| <u>LACC.910.RL.3.9:</u> | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| <u>LACC.910.RL.4.10:</u> | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| <u>LACC.910.W.2.5:</u> | Develop and strengthen writing as needed by planning, revising, |

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| | <p>editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> |
| <u>LACC.910.W.2.6:</u> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| <u>LACC.910.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <u>LACC.910.SL.1.2:</u> | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |
| <u>LACC.910.SL.1.3:</u> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> |
| <u>LACC.910.SL.2.4:</u> | <p>Present information, findings, and supporting evidence clearly,</p> |

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| | <p>concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> |
| <u>LACC.910.SL.2.5:</u> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <u>LACC.910.SL.2.6:</u> | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> |
| <u>LACC.910.W.3.7:</u> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <u>LACC.910.W.3.8:</u> | <p>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.</p> |
| <u>LACC.910.W.1.1:</u> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |

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| | <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| <p><u>LACC.910.W.1.2:</u></p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none">a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| <p><u>LACC.910.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none">a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.c. Use a variety of techniques to sequence events so that they |

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| | <p>build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| <p><u>LACC.910.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.910.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> |
| <p><u>LACC.910.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p><u>SS.912.C.2.10:</u></p> | <p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p> |
| <p><u>SS.912.C.2.11:</u></p> | <p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p> |



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Course: English 1 Through ESOL- 1002300

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BASIC INFORMATION

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| Course Title: | English 1 Through ESOL |
| Course Number: | 1002300 |
| Course Abbreviated Title: | ENG 1 THROUGH ESOL |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. |
| General Notes: | General Notes: The content should include, but not be limited to, the following: <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine: |

- text craft and structure
- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that

together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

STANDARDS (48)

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Writing

Standards Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Standards Notes: The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a**

more rigorous level of study: LACC.910.L.1.1a

Blended Curriculum: The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

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| <p><u>HE.912.C.1.2:</u></p> | <p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p> |
| <p><u>HE.912.C.2.5:</u></p> | <p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |
| <p><u>LA.910.1.7.4:</u></p> | <p>The student will identify cause-and-effect relationships in text;</p> |
| <p><u>LA.910.1.7.5:</u></p> | <p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p> |
| <p><u>LA.910.2.2.1:</u></p> | <p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);</p> |
| <p><u>LACC.910.L.1.1:</u></p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses |

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| | <p>(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |
| <p><u>LACC.910.L.1.2:</u></p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. |
| <p><u>LACC.910.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. |
| <p><u>LACC.910.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

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| <p><u>LACC.910.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.910.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><u>LACC.910.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| <p><u>LACC.910.RI.1.2:</u></p> | <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> |
| <p><u>LACC.910.RI.1.3:</u></p> | <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> |
| <p><u>LACC.910.RI.2.4:</u></p> | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> |
| <p><u>LACC.910.RI.2.5:</u></p> | <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> |
| <p><u>LACC.910.RI.2.6:</u></p> | <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> |
| <p><u>LACC.910.RI.3.7:</u></p> | <p>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> |

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| <u>LACC.910.RI.3.8:</u> | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| <u>LACC.910.RI.3.9:</u> | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| <u>LACC.910.RI.4.10:</u> | <p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> |
| <u>LACC.910.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>LACC.910.RL.1.2:</u> | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RL.1.3:</u> | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| <u>LACC.910.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| <u>LACC.910.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| <u>LACC.910.RL.2.6:</u> | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |

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| <p><u>LACC.910.RL.3.7:</u></p> | <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> |
| <p><u>LACC.910.RL.3.9:</u></p> | <p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> |
| <p><u>LACC.910.RL.4.10:</u></p> | <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> |
| <p><u>LACC.910.W.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> |
| <p><u>LACC.910.W.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| <p><u>LACC.910.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. |

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| | <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> |
| <p><u>LACC.910.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |
| <p><u>LACC.910.SL.1.3:</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> |
| <p><u>LACC.910.SL.2.4:</u></p> | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> |
| <p><u>LACC.910.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC.910.SL.2.6:</u></p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> |
| <p><u>LACC.910.W.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p><u>LACC.910.W.3.8:</u></p> | <p>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.</p> |

LACC.910.W.1.1:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

LACC.910.W.1.2:

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while

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| | <p>attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> |
| <p><u>LACC.910.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| <p><u>LACC.910.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.910.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction</p> |

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| | (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| <u>LACC.910.W.4.10:</u> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <u>SS.912.C.2.10:</u> | Monitor current public issues in Florida. Remarks/Examples Examples are On-line Sunshine, media, e-mails to government officials, political text messaging. |
| <u>SS.912.C.2.11:</u> | Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. |



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Course: English 2-Florida's Preinternational Baccalaureate- 1001810

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3792.aspx>

BASIC INFORMATION

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| Course Title: | English 2-Florida's Preinternational Baccalaureate |
| Course Number: | 1001810 |
| Course Abbreviated Title: | ENG 2-FL PRE IB |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Course Level: | 3 |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Common Core State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate |

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| | <p>information is as important as the content of the disciplines themselves.</p> <p><i>Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course." Source: What is meant by "the pre-IB"? Published 12/06/2010 Updated 05/23/2011</i></p> |
| <p>General Notes:</p> | <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • active reading of highly advanced, varied texts for what they say explicitly, as well as the logical inferences that can be drawn • analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ text craft and structure ○ elements of literature ○ arguments and claims supported by textual evidence ○ power and impact of language ○ influence of history, culture, and setting on language ○ personal critical and aesthetic response • advanced writing for varied purposes <ul style="list-style-type: none"> ○ developing and supporting argumentative claims ○ crafting coherent, supported informative/expository texts ○ responding to literature for personal and analytical purposes ○ writing narratives to develop real or imagined events ○ astute listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, |

and extended text discussions

- extensive collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

STANDARDS (48)

Reading Literature

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Writing

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.910.L.1.1a**

Blended Curriculum: The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

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| HE.912.B.3.3: | Justify the validity of a variety of technologies to gather health information. Remarks/Examples Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs. |
| HE.912.B.5.1: | Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection |

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| | <p>against infectious agents, wellness promotion, and first-aid-treatment options.</p> |
| <u>LA.910.1.7.4:</u> | The student will identify cause-and-effect relationships in text; |
| <u>LA.910.1.7.5:</u> | The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; |
| <u>LA.910.2.2.1:</u> | The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); |
| <u>LACC.910.L.1.1:</u> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| <u>LACC.910.L.1.2:</u> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. |
| <u>LACC.910.L.2.3:</u> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. |

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| <p><u>LACC.910.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.910.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.910.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><u>LACC.910.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| <p><u>LACC.910.RI.1.2:</u></p> | <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> |

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| <u>LACC.910.RI.1.3:</u> | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| <u>LACC.910.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| <u>LACC.910.RI.2.5:</u> | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| <u>LACC.910.RI.2.6:</u> | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| <u>LACC.910.RI.3.7:</u> | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| <u>LACC.910.RI.3.8:</u> | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| <u>LACC.910.RI.3.9:</u> | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| <u>LACC.910.RI.4.10:</u> | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. |
| <u>LACC.910.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>LACC.910.RI.1.2:</u> | Determine a theme or central idea of a text and analyze in detail its |

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| | development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RL.1.3:</u> | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| <u>LACC.910.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| <u>LACC.910.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| <u>LACC.910.RL.2.6:</u> | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| <u>LACC.910.RL.3.7:</u> | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |
| <u>LACC.910.RL.3.9:</u> | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| <u>LACC.910.RL.4.10:</u> | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| <u>LACC.910.W.2.5:</u> | 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. (Editing |

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| | for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| <u>LACC.910.W.2.6:</u> | 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. |
| <u>LACC.910.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <u>LACC.910.SL.1.2:</u> | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| <u>LACC.910.SL.1.3:</u> | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| <u>LACC.910.SL.2.4:</u> | 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 |

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| | are appropriate to purpose, audience, and task. |
| <u>LACC.910.SL.2.5:</u> | 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. |
| <u>LACC.910.SL.2.6:</u> | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.910.W.3.7:</u> | 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. |
| <u>LACC.910.W.3.8:</u> | 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. |
| <u>LACC.910.W.1.1:</u> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from |

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| | <p>and supports the argument presented.</p> |
| <p><u>LACC.910.W.1.2:</u></p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| <p><u>LACC.910.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |

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| | <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| <p><u>LACC.910.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.910.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> |
| <p><u>LACC.910.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p><u>SS.912.C.2.10:</u></p> | <p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p> |
| <p><u>SS.912.C.2.11:</u></p> | <p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p> |



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Course: English 1-Florida's Preinternational Baccalaureate- 1001800

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3786.aspx>

BASIC INFORMATION

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| Course Title: | English 1-Florida's Preinternational Baccalaureate |
| Course Number: | 1001800 |
| Course Abbreviated Title: | ENG 1-FL PRE IB |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Course Level: | 3 |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Common Core State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate |

information is as important as the content of the disciplines themselves.

Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course." Source: What is meant by "the pre-IB"? Published 12/06/2010 Updated 05/23/2011

General Notes:

The content should include, but not be limited to, the following:

- active reading of highly advanced, varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- advanced writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- astute listening, speaking, and viewing strategies with

emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

- extensive collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

STANDARDS (48)

Reading Literature

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the

requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Writing

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.910.L.1.1a.

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

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| <u>HE.912.C.1.2:</u> | Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger |
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| | management, and regular exercise. |
| <u>HE.912.C.2.5:</u> | <p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |
| <u>LA.910.1.7.4:</u> | The student will identify cause-and-effect relationships in text; |
| <u>LA.910.1.7.5:</u> | The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; |
| <u>LA.910.2.2.1:</u> | The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); |
| <u>LACC.910.L.1.1:</u> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| <u>LACC.910.L.1.2:</u> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. |

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| <p><u>LACC.910.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> |
| <p><u>LACC.910.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| <p><u>LACC.910.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> |
| <p><u>LACC.910.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

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| <u>LACC.910.RI.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>LACC.910.RI.1.2:</u> | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RI.1.3:</u> | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| <u>LACC.910.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| <u>LACC.910.RI.2.5:</u> | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| <u>LACC.910.RI.2.6:</u> | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| <u>LACC.910.RI.3.7:</u> | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| <u>LACC.910.RI.3.8:</u> | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| <u>LACC.910.RI.3.9:</u> | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. |
| <u>LACC.910.RI.4.10:</u> | By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently |

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| | and proficiently. |
| <u>LACC.910.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <u>LACC.910.RL.1.2:</u> | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| <u>LACC.910.RL.1.3:</u> | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| <u>LACC.910.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| <u>LACC.910.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| <u>LACC.910.RL.2.6:</u> | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| <u>LACC.910.RL.3.7:</u> | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |
| <u>LACC.910.RL.3.9:</u> | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| <u>LACC.910.RL.4.10:</u> | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including |

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| | <p>stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> |
| <p><u>LACC.910.W.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> |
| <p><u>LACC.910.W.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| <p><u>LACC.910.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <p><u>LACC.910.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |

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| <u>LACC.910.SL.1.3:</u> | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| <u>LACC.910.SL.2.4:</u> | 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. |
| <u>LACC.910.SL.2.5:</u> | 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. |
| <u>LACC.910.SL.2.6:</u> | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.910.W.3.7:</u> | 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. |
| <u>LACC.910.W.3.8:</u> | 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. |
| <u>LACC.910.W.1.1:</u> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships |

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| | <p>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| <p><u>LACC.910.W.1.2:</u></p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| <p><u>LACC.910.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create |

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| | <p>a smooth progression of experiences or events.</p> <ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| <p><u>LACC.910.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.910.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| <p><u>LACC.910.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p><u>SS.912.C.2.10:</u></p> | <p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p> |

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| <u>SS.912.C.2.11:</u> | Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. |



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Course: Advanced Communications Methodology/Communications Methodology Honors- 1001480

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4837.aspx>

BASIC INFORMATION

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| Course Title: | Advanced Communications Methodology/Communications Methodology Honors |
| Course Number: | 1001480 |
| Course Abbreviated Title: | ADV COMMS MTH/COMMS MTH HON |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Elective |
| Course Level: | 3 |
| Status: | Draft - Board Approval Pending |
| Honors? | Yes |
| Version Description: | <p>The purpose of this course is to enable students to highly refine communication and critical-thinking skills important for success in college and career readiness.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to</p> |

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| | think and collaborate critically on the content they are learning. |
| <p>General Notes:</p> | <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • using problem solving skills and research skills • reading on-grade level informational and technical texts of high complexity to obtain and analyze information and synthesize into evidence supporting the text • reading on-grade level literary text to obtain information and integrate knowledge of selected texts in listed standards • writing informational and argument texts to communicate information and ideas • using listening and speaking skills to obtain and communicate information and ideas • using highly complex digital and multimedia informational text, along with appropriate electronic tool • using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions • collaborating amongst peers <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.</p> <ol style="list-style-type: none"> 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). <p><i>The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that</i></p> |

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| | <p>together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</p> |
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STANDARDS (31)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Writing

Standards Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening:

Standards Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standards Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

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| <p><u>LACC.1112.L.1.1:</u></p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. |
| <p><u>LACC.1112.L.1.2:</u></p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
| <p><u>LACC.1112.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| <p><u>LACC.1112.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its |

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| | <p>standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| <u>LACC.1112.L.3.5:</u> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> |
| <u>LACC.1112.L.3.6:</u> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <u>LACC.1112.RI.1.1:</u> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |
| <u>LACC.1112.RI.1.2:</u> | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> |
| <u>LACC.1112.RI.1.3:</u> | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> |
| <u>LACC.1112.RI.2.4:</u> | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> |
| <u>LACC.1112.RI.2.5:</u> | <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> |
| <u>LACC.1112.RI.2.6:</u> | <p>Determine an author's point of view or purpose in a text in which the</p> |

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| | <p>rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> |
| <u>LACC.1112.RI.3.7:</u> | <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> |
| <u>LACC.1112.RI.3.9:</u> | <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> |
| <u>LACC.1112.RI.4.10:</u> | <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <u>LACC.1112.RL.4.10:</u> | <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <u>LACC.1112.W.3.7:</u> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <u>LACC.1112.W.3.8:</u> | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

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| <p><u>LACC.1112.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| <p><u>LACC.1112.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| <p><u>LACC.1112.SL.1.3:</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |
| <p><u>LACC.1112.SL.2.4:</u></p> | <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| <p><u>LACC.1112.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance</p> |

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| | <p>understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC.1112.SL.2.6:</u></p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p> |
| <p><u>LACC.1112.W.1.1:</u></p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| <p><u>LACC.1112.W.1.2:</u></p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant |

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| | <p>and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| <p><u>LACC.1112.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.1112.W.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> |
| <p><u>LACC.1112.W.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |
| <p><u>LACC.1112.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case |

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| | <p>majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> |
| <p><u>LACC.1112.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |



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| | <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> |
| <p><u>LACC.1112.L.1.2:</u></p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
| <p><u>LACC.1112.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| <p><u>LACC.1112.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

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| <p><u>LACC.1112.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.1112.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><u>LACC.1112.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |
| <p><u>LACC.1112.RI.1.2:</u></p> | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> |
| <p><u>LACC.1112.RI.1.3:</u></p> | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> |
| <p><u>LACC.1112.RI.2.4:</u></p> | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> |
| <p><u>LACC.1112.RI.2.5:</u></p> | <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> |
| <p><u>LACC.1112.RI.2.6:</u></p> | <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> |
| <p><u>LACC.1112.RI.3.7:</u></p> | <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> |

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| LACC.1112.RI.3.8: | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| LACC.1112.RI.3.9: | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| LACC.1112.RI.4.10: | <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| LACC.1112.RL.1.1: | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LACC.1112.RL.1.2: | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LACC.1112.RL.1.3: | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| LACC.1112.RL.2.4: | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| LACC.1112.RL.2.5: | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its |

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| | overall structure and meaning as well as its aesthetic impact. |
| <u>LACC.1112.RL.2.6:</u> | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| <u>LACC.1112.RL.3.7:</u> | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| <u>LACC.1112.RL.3.9:</u> | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| <u>LACC.1112.RL.4.10:</u> | <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <u>LACC.1112.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and |

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| | <p>creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> |
| <p><u>LACC.1112.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| <p><u>LACC.1112.SL.1.3:</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |
| <p><u>LACC.1112.SL.2.4:</u></p> | <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| <p><u>LACC.1112.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC.1112.SL.2.6:</u></p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p> |
| <p><u>LACC.1112.W.1.1:</u></p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing</p> |

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| | <p>out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <ul style="list-style-type: none"> c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| <p><u>LACC.1112.W.1.2:</u></p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

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| <p><u>LACC.1112.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| <p><u>LACC.1112.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.1112.W.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> |
| <p><u>LACC.1112.W.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |
| <p><u>LACC.1112.W.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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| <p><u>LACC.1112.W.3.8:</u></p> | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| <p><u>LACC.1112.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). |
| <p><u>LACC.1112.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p><u>SS.912.C.2.8:</u></p> | <p>Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples</p> <hr/> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> <hr/> |
| <p><u>SS.912.C.3.13:</u></p> | <p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples</p> <hr/> <p>Examples are education, transportation, crime prevention, funding of services.</p> <hr/> |



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Course: English 4- 1001400

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BASIC INFORMATION

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| Course Title: | English 4 |
| Course Number: | 1001400 |
| Course Abbreviated Title: | ENG 4 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. |
| General Notes: | The content should include, but not be limited to, the following: <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence |

- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings

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| | <i>mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i> |
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STANDARDS (45)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. **The following standards are not required in British literature courses:** LACC.1112.RI.3.8, LACC.1112.RI.3.9*

Writing

Standards Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standards Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standards Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable in all

content areas.

- *Make sense of problems and persevere in solving them. (MP 1)*
- *Construct viable arguments and critique the reasoning of others. (MP 3)*
- *Attend to precision. (MP 6)*

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| <p><u>HE.912.B.4.3:</u></p> | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |
| <p><u>HE.912.B.4.4:</u></p> | <p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p> |
| <p><u>LACC.1112.L.1.1:</u></p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> |
| <p><u>LACC.1112.L.1.2:</u></p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> |
| <p><u>LACC.1112.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s</p> |

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| | <p>Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |
| <p><u>LACC.1112.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.1112.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.1112.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| <p><u>LACC.1112.RI.1.1:</u></p> | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the</p> |

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| | text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RI.1.2:</u> | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| <u>LACC.1112.RI.1.3:</u> | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| <u>LACC.1112.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <u>LACC.1112.RI.2.5:</u> | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| <u>LACC.1112.RI.2.6:</u> | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| <u>LACC.1112.RI.3.7:</u> | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| <u>LACC.1112.RI.3.8:</u> | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| <u>LACC.1112.RI.3.9:</u> | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| <u>LACC.1112.RI.4.10:</u> | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band |

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| | independently and proficiently. |
| <u>LACC.1112.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RL.1.2:</u> | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| <u>LACC.1112.RL.1.3:</u> | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| <u>LACC.1112.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| <u>LACC.1112.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| <u>LACC.1112.RL.2.6:</u> | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| <u>LACC.1112.RL.3.7:</u> | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| <u>LACC.1112.RL.3.9:</u> | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| <u>LACC.1112.RL.4.10:</u> | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity |

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| | <p>band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> |
| <p><u>LACC.1112.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| <p><u>LACC.1112.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| <p><u>LACC.1112.SL.1.3:</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |

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| <u>LACC.1112.SL.2.4:</u> | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| <u>LACC.1112.SL.2.5:</u> | 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. |
| <u>LACC.1112.SL.2.6:</u> | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.1112.W.1.1:</u> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| <u>LACC.1112.W.1.2:</u> | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the |

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| | <p>effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| <p><u>LACC.1112.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory |

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| | <p>language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| <p><u>LACC.1112.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.1112.W.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> |
| <p><u>LACC.1112.W.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |
| <p><u>LACC.1112.W.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p><u>LACC.1112.W.3.8:</u></p> | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| <p><u>LACC.1112.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. |

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| | <p>texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> |
| <p><u>LACC.1112.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p><u>SS.912.C.2.8:</u></p> | <p>Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples</p> <hr/> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> <hr/> |
| <p><u>SS.912.C.3.13:</u></p> | <p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples</p> <hr/> <p>Examples are education, transportation, crime prevention, funding of services.</p> <hr/> |



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Course: English Skills 4- 1001390

Direct link to this

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BASIC INFORMATION

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| Course Title: | English Skills 4 |
| Course Number: | 1001390 |
| Course Abbreviated Title: | ENG SKLS 4 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Elective |
| Course Level: | 1 |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. |
| General Notes: | The content should include, but not be limited to, the following: <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence |

- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings

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| | <i>mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i> |
| Version Requirements: | <i>Fundamental or basic courses. For a student with an individual educational plan (IEP) who enters the 9th grade prior to the 2013-14 school year, if the IEP team determines and documents, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted credit toward a standard high school diploma for any Level 1 course. For students with disabilities with an IEP entering the 9th grade in the 2013-14 school year or later, no credit towards a standard diploma (including an elective credit) will be granted for a Level 1 course. Students with disabilities pursuing a special diploma in accordance with Section 1003.438, F.S., who successfully complete a Level 1 course, will receive credit towards a special diploma.</i> |

STANDARDS (34)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Writing

Standards Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standards Notes: *The following speaking and listening standards offer a focus for instruction*

each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Standards Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable in all content areas.

- *Make sense of problems and persevere in solving them. (MP 1)*
- *Construct viable arguments and critique the reasoning of others. (MP 3)*
- *Attend to precision. (MP 6)*

[HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

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| <u>HE.912.B.4.3 :</u> | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |
| <u>HE.912.B.4.4 :</u> | <p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p> |

[LACC.1112.L.1 Conventions of Standard English](#)

LACC.1112.L.1.1 :

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Conventions of Standard English](#)

LACC.1112.L.1.2 :

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Conventions of Standard English](#)

LACC.1112.L.2 Knowledge of Language

LACC.1112.L.2.3 :

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Knowledge of Language](#)

LACC.1112.L.3 Vocabulary Acquisition and Use

LACC.1112.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

LACC.1112.L.3.5b :

Analyze nuances in the meaning of words with similar denotations.

Cognitive Complexity: 0 | Date Adopted or Revised: 0
Belongs to: [Vocabulary Acquisition and Use](#)

LACC.1112.L.3.6 :

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

LACC.1112.RI.1 Key Ideas and Details

LACC.1112.RI.1.1 :

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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| | <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p> |
| <u>LACC.1112.RI.1.2 :</u> | <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p> |
| <u>LACC.1112.RI.1.3 :</u> | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p> |

LACC.1112.RI.2 Craft and Structure

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| <u>LACC.1112.RI.2.4 :</u> | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p> |
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LACC.1112.RI.3 Integration of Knowledge and Ideas

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| <u>LACC.1112.RI.3.7 :</u> | <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas</p> |
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LACC.1112.RI.4 Range of Reading and Level of Text Complexity

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| <u>LACC.1112.RI.4.10 :</u> | <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> |
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Belongs to: [Range of Reading and Level of Text Complexity](#)

LACC.1112.RL.1 Key Ideas and Details

LACC.1112.RL.1.1 :

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.1112.RL.1.2 :

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.1112.RL.1.3 :

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.1112.RL.2 Craft and Structure

LACC.1112.RL.2.4 :

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1112.RL.3 Integration of Knowledge and Ideas

LACC.1112.RL.3.7 :

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at

least one play by Shakespeare and one play by an American dramatist.)
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.1112.RL.4 Range of Reading and Level of Text Complexity](#)

[LACC.1112.RL.4.10 :](#)

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Range of Reading and Level of Text Complexity](#)

[LACC.1112.SL.1 Comprehension and Collaboration](#)

[LACC.1112.SL.1.2 :](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.1.3 :](#)

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.1112.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.1112.SL.2.4 :](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the

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| | <p>line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p> |
| <p><u>LACC.1112.SL.2.5 :</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p> |
| <p><u>LACC.1112.SL.2.6 :</u></p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Presentation of Knowledge and Ideas</p> |
| <p><u>LACC.1112.W.1 Text Types and Purposes</u></p> | |
| <p><u>LACC.1112.W.1.2 :</u></p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to |

manage the complexity of the topic.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.1112.W.1.3 :

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Text Types and Purposes](#)

LACC.1112.W.2 Production and Distribution of Writing

LACC.1112.W.2.4 :

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.1112.W.2.5 :

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.1112.W.2.6 :

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

LACC.1112.W.3 Research to Build and Present Knowledge

LACC.1112.W.3.9 :

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

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| | Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge |
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LACC.1112.W.4 Range of Writing

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| <u>LACC.1112.W.4.10 :</u> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Range of Writing |
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SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

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| <u>SS.912.C.2.10 :</u> | Monitor current public issues in Florida. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. Remarks/Examples <hr/> Examples are On-line Sunshine, media, e-mails to government officials, political text messaging. |
| <u>SS.912.C.2.11 :</u> | Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |



Course: English Honors 4- 1001410

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4311.aspx>

BASIC INFORMATION

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| Course Title: | English Honors 4 |
| Course Number: | 1001410 |
| Course Abbreviated Title: | ENG HON 4 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Course Level: | 3 |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | <p>The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. 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.</p> |
| General Notes: | <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as |

well as the logical inferences that can be drawn

- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

The College and Career Readiness (CCR) anchor standards and grade-

specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

STANDARDS (45)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. **The following standards are not required in British literature classes:** LACC.1112.RI.3.8, LACC.1112.RI.3.9*

Writing

Standards Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standards Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standards Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications.*

Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable in all content areas.

- *Make sense of problems and persevere in solving them. (MP 1)*
- *Construct viable arguments and critique the reasoning of others. (MP 3)*
- *Attend to precision. (MP 6)*

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| <p><u>HE.912.B.4.3:</u></p> | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |
| <p><u>HE.912.B.4.4:</u></p> | <p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p> |
| <p><u>LACC.1112.L.1.1:</u></p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p> |
| <p><u>LACC.1112.L.1.2:</u></p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> |

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| <p><u>LACC.1112.L.2.3:</u></p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |
| <p><u>LACC.1112.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| <p><u>LACC.1112.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> |
| <p><u>LACC.1112.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p> |

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| | independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <u>LACC.1112.RI.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RI.1.2:</u> | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| <u>LACC.1112.RI.1.3:</u> | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| <u>LACC.1112.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <u>LACC.1112.RI.2.5:</u> | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| <u>LACC.1112.RI.2.6:</u> | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| <u>LACC.1112.RI.3.7:</u> | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| <u>LACC.1112.RI.3.8:</u> | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| <u>LACC.1112.RI.3.9:</u> | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| <u>LACC.1112.RI.4.10:</u> | By the end of grade 11, read and comprehend literary nonfiction in |

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| | <p>the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <u>LACC.1112.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RL.1.2:</u> | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| <u>LACC.1112.RL.1.3:</u> | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| <u>LACC.1112.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| <u>LACC.1112.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| <u>LACC.1112.RL.2.6:</u> | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| <u>LACC.1112.RL.3.7:</u> | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| <u>LACC.1112.RL.3.9:</u> | Demonstrate knowledge of eighteenth-, nineteenth- and early- |

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| | <p>twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> |
| <p><u>LACC.1112.RL.4.10:</u></p> | <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
| <p><u>LACC.1112.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| <p><u>LACC.1112.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the</p> |

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| | credibility and accuracy of each source and noting any discrepancies among the data. |
| <u>LACC.1112.SL.1.3:</u> | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| <u>LACC.1112.SL.2.4:</u> | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| <u>LACC.1112.SL.2.5:</u> | 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. |
| <u>LACC.1112.SL.2.6:</u> | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.1112.W.1.1:</u> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |

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| | <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| <p><u>LACC.1112.W.1.2:</u></p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| <p><u>LACC.1112.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop |

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| | <p>experiences, events, and/or characters.</p> <ul style="list-style-type: none"> c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| <p><u>LACC.1112.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.1112.W.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> |
| <p><u>LACC.1112.W.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |
| <p><u>LACC.1112.W.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p><u>LACC.1112.W.3.8:</u></p> | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| <p><u>LACC.1112.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., |

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| | <p>“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> |
| <p><u>LACC.1112.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p><u>SS.912.C.2.8:</u></p> | <p>Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples</p> <hr/> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> |
| <p><u>SS.912.C.3.13:</u></p> | <p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples</p> <hr/> <p>Examples are education, transportation, crime prevention, funding of services.</p> |



Course: Applied Communications 1- 1001460

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4324.aspx>

BASIC INFORMATION

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| Course Title: | Applied Communications 1 |
| Course Number: | 1001460 |
| Course Abbreviated Title: | APPL COMMS 1 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| Version Description: | <p>The purpose of this course is to develop initial college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• using problem solving skills and research skills primarily in career and technical profession contexts• reading on-grade level informational and technical texts to obtain and analyze information and synthesize into evidence supporting the text• writing informational and argument texts to communicate information and ideas with an emphasis on career, technical, and occupational tasks |

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| | <ul style="list-style-type: none"> • using listening and speaking skills to obtain and communicate information and ideas regarding career and technical workforce collaboration and success • understanding interpersonal relationships in business, career, and technical environments through the study of appropriate on grade-level fiction and related primary documents • using digital, multimedia, and electronic tools appropriately to enable and enhance workplace transactions • understanding interpersonal relationships in business career and technical environments through the study of appropriate on grade-level fiction and related primary documents • using highly complex digital and multimedia informational text, along with appropriate electronic tools to enable and enhance workplace transactions • using listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions • collaborating amongst peers |
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| <p>General Notes:</p> | <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.</p> <ol style="list-style-type: none"> 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). <p><i>The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must</i></p> |
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| | <p><i>demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i></p> |
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STANDARDS (45)

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Writing

Standards Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Standards Notes: The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Standards Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

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| <u>HE.912.B.4.1:</u> | Explain skills needed to communicate effectively with family, peers, and others to enhance health. Remarks/Examples Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication. |
| <u>HE.912.B.4.2:</u> | Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Remarks/Examples Validate other's opinions, use direct statement, use active statement, and offer alternatives. |
| <u>LACC.1112.L.1.1:</u> | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. |
| <u>LACC.1112.L.1.2:</u> | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. |
| <u>LACC.1112.L.2.3:</u> | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, |

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| | <p>and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| <p><u>LACC.1112.L.3.4:</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p><u>LACC.1112.L.3.5:</u></p> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <p><u>LACC.1112.L.3.6:</u></p> | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

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| <u>LACC.1112.RI.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RI.1.2:</u> | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| <u>LACC.1112.RI.1.3:</u> | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| <u>LACC.1112.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <u>LACC.1112.RI.2.5:</u> | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| <u>LACC.1112.RI.2.6:</u> | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| <u>LACC.1112.RI.3.7:</u> | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| <u>LACC.1112.RI.3.8:</u> | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| <u>LACC.1112.RI.3.9:</u> | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| <u>LACC.1112.RI.4.10:</u> | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| | By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |
| <u>LACC.1112.RL.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RL.1.2:</u> | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| <u>LACC.1112.RL.1.3:</u> | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| <u>LACC.1112.RL.2.4:</u> | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| <u>LACC.1112.RL.2.5:</u> | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| <u>LACC.1112.RL.2.6:</u> | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| <u>LACC.1112.RL.3.7:</u> | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| <u>LACC.1112.RL.3.9:</u> | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |

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| <p><u>LACC.1112.RL.4.10:</u></p> | <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> |
| <p><u>LACC.1112.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| <p><u>LACC.1112.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| <p><u>LACC.1112.SL.1.3:</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence</p> |

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| | and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| <u>LACC.1112.SL.2.4:</u> | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| <u>LACC.1112.SL.2.5:</u> | 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. |
| <u>LACC.1112.SL.2.6:</u> | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) |
| <u>LACC.1112.W.1.1:</u> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |

LACC.1112.W.1.2:

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LACC.1112.W.1.3:

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of

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| | <p>mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| <p><u>LACC.1112.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.1112.W.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> |
| <p><u>LACC.1112.W.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |
| <p><u>LACC.1112.W.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p><u>LACC.1112.W.3.8:</u></p> | <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| <p><u>LACC.1112.W.3.9:</u></p> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> |

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| | <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> |
| <p><u>LACC.1112.W.4.10:</u></p> | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |
| <p><u>SS.912.C.1.3:</u></p> | <p>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.</p> |
| <p><u>SS.912.C.2.9:</u></p> | <p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Remarks/Examples</p> <hr/> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p> <hr/> |



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Course: English 4: Florida College Prep-1001405

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4304.aspx>

BASIC INFORMATION

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| Course Title: | English 4: Florida College Prep |
| Course Number: | 1001405 |
| Course Abbreviated Title: | ENG 4: FL COLL PREP |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Language Arts SubSubject: English |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Type: | Core |
| Status: | Draft - Board Approval Pending |
| Course Size? | Yes |
| Version Description: | This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core Standards. |
| General Notes: | The content should include, but not be limited to, the following: demonstrating successful reading of argument, including recognizing |

bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

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

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

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards

Reading Informational Text

Benchmark Notes: *These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

Writing

Benchmark Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Benchmark Notes: *The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Benchmark Notes: *The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standard may be addressed at higher grade levels using more rigorous text: LACC.3.L.1.1f, LACC.4.L.1.1f, LACC.5.L.1.1d, LACC.6.L.1.1c, LACC.6.L.1.1d, LACC.6.L.1.1e, LACC.7.L.1.1c, LACC.910.L.1.1a. These standards are likely to require continued attention in higher grades, including grades 11-12, as they are applied to increasingly sophisticated writing and speaking (Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, p .30.).***

Additional Requirements:

The following Common Core State Standards for Mathematical Practices are applicable in all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

HE.912.B.4.3:

Demonstrate strategies to prevent, manage, or resolve interpersonal

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| | <p>conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |
| <p>HE.912.B.4.4:</p> | <p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p> |
| <p>LACC.1112.L.1.1:</p> | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. |
| <p>LACC.1112.L.1.2:</p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. |
| <p>LACC.1112.L.2.3:</p> | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| <p>LACC 1112 I 3 4a</p> | <p>Use context (e.g., the overall meaning of a sentence, paragraph, or</p> |

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| | text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| <u>LACC.1112.L.3.4b:</u> | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
| <u>LACC.1112.L.3.4c:</u> | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| <u>LACC.1112.L.3.4d:</u> | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <u>LACC.1112.L.3.5:</u> | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. |
| <u>LACC.1112.L.3.6:</u> | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <u>LACC.1112.RI.1.1:</u> | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| <u>LACC.1112.RI.1.2:</u> | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| <u>LACC.1112.RI.1.3:</u> | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| <u>LACC.1112.RI.2.4:</u> | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; |

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| | analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| <u>LACC.1112.RI.2.5:</u> | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| <u>LACC.1112.RI.2.6:</u> | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| <u>LACC.1112.RI.3.7:</u> | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| <u>LACC.1112.RI.3.8:</u> | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| <u>LACC.1112.RI.3.9:</u> | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| <u>LACC.1112.RI.4.10:</u> | By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |
| <u>LACC.1112.SL.1.1:</u> | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the |

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| | <p>topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| <p><u>LACC.1112.SL.1.2:</u></p> | <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| <p><u>LACC.1112.SL.1.3:</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |
| <p><u>LACC.1112.SL.2.4:</u></p> | <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| <p><u>LACC.1112.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC.1112.W.1.1:</u></p> | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the |

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| | <p>significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ol style="list-style-type: none"> b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| <p><u>LACC.1112.W.1.2:</u></p> | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in |

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| | <p>which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> |
| <p><u>LACC.1112.W.1.3:</u></p> | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| <p><u>LACC.1112.W.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p><u>LACC.1112.W.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> |
| <p><u>LACC.1112.W.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing</p> |

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| | feedback, including new arguments or information. |
| <u>LACC.1112.W.3.7:</u> | 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. |
| <u>LACC.1112.W.3.8:</u> | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| <u>LACC.1112.W.3.9:</u> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). |
| <u>LACC.1112.W.4.10:</u> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <u>LACC.3.L.1.1f:</u> | Ensure subject-verb and pronoun-antecedent agreement. |
| <u>LACC.4.L.1.1f:</u> | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| <u>LACC.4.RI.2.5:</u> | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |

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| <u>LACC.5.L.1.1d:</u> | Recognize and correct inappropriate shifts in verb tense. |
| <u>LACC.6.L.1.1c:</u> | Recognize and correct inappropriate shifts in pronoun number and person. |
| <u>LACC.6.L.1.1d:</u> | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| <u>LACC.6.L.1.1e:</u> | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| <u>LACC.6.L.1.2:</u> | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. |
| <u>LACC.7.L.1.1c:</u> | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| <u>LACC.7.L.2.3a:</u> | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| <u>LACC.910.L.1.1a:</u> | Use parallel structure. |
| <u>LACC.K12.R.3.8:</u> | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| <u>SS.912.C.2.8:</u> | Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. |
| <u>SS.912.C.3.13:</u> | Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels. Remarks/Examples Examples are education, transportation, crime prevention, funding of services. |



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| | <p>facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> 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). |
| <p><u>LACC.910.WHST.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| <p><u>LACC.910.WHST.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |
| <p><u>LACC.910.WHST.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| <p><u>LACC.910.WHST.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p><u>LACC.910.WHST.3.8:</u></p> | <p>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.</p> |
| <p><u>LACC.910.WHST.3.9:</u></p> | <p>Draw evidence from informational texts to support analysis,</p> |

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| | reflection, and research. |
| <u>LACC.910.WHST.4.10:</u> | 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. |
| <u>MU.912.C.1.2:</u> | 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. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| <u>MU.912.H.1.1:</u> | Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual |
| <u>MU.912.H.1.2:</u> | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| <u>MU.912.H.2.1:</u> | Evaluate the social impact of music on specific historical periods. |
| <u>MU.912.H.3.1:</u> | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics |
| <u>SS.912.H.1.1:</u> | 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. Remarks/Examples Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary. |
| <u>SS.912.H.1.2:</u> | Describe how historical events, social context, and culture impact |

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| | <p>forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.</p> <p>Remarks/Examples</p> <p>Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC.</p> |
| <u>SS.912.H.1.3:</u> | <p>Relate works in the arts to various cultures.</p> <p>Remarks/Examples</p> <p>Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p> |
| <u>SS.912.W.1.5:</u> | <p>Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).</p> |
| <u>SS.912.W.2.17:</u> | <p>Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.</p> <p>Remarks/Examples</p> <p>Examples are Anselm of Canterbury, Chaucer, Thomas Aquinas, Roger Bacon, Hildegard of Bingen, Dante, Code of Chivalry, Gothic architecture, illumination, universities, Natural Law Philosophy, Scholasticism.</p> |
| <u>SS.912.W.2.5:</u> | <p>Explain the contributions of the Byzantine Empire.</p> <p>Remarks/Examples</p> <p>Examples are Justinian's Code, the preservation of ancient Greek and Roman learning and culture, artistic and architectural achievements, the empire's impact on the development of Western Europe, Islamic civilization, and Slavic peoples.</p> |
| <u>TH.912.C.1.4:</u> | <p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.</p> <p>Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p> |
| <u>TH.912.H.1.1:</u> | <p>Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.</p> |

Course: Humanities 2 (since 1500) Honors-0900320

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4217.aspx>

BASIC INFORMATION

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| Course Title: | Humanities 2 (since 1500) Honors |
| Course Number: | 0900320 |
| Course Abbreviated Title: | HUM 2 HON |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Humanities SubSubject: Humanities |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 3 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>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.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• 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 |

Course: Marine Corps: Leadership Education 2-1803310

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| Course Title: | Marine Corps: Leadership Education 2 |
| Course Number: | 1803310 |
| Course Abbreviated Title: | MC LEAD ED 2 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Marine Corps Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop a broad range of intermediate level skills and knowledge, with opportunities for total development in leadership. This course enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.</p> <p>Special Notes: <u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 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. |

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| | <p>5. Providing extensive text-based research and writing opportunities (claims and evidence).</p> <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Principles of Public Service Program): 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives <u>04.01</u> Employ leadership skills to accomplish organizational goals and objectives. <u>04.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. <u>04.03</u> Conduct and participate in meetings to accomplish work tasks. <u>04.04</u> Employ mentoring skills to inspire and teach others. <u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions. <u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts. <u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals. <u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p> |
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STANDARDS (27)

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| <u>HE.912.C.1.1:</u> | <p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> |
| <u>HE.912.C.1.4:</u> | <p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> |
| <u>HE.912.C.2.2:</u> | <p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for</p> |

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| | <p>school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
| <u>HE.912.C.2.5:</u> | <p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |
| <u>LACC.1112.RST.2.4:</u> | <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> |
| <u>LACC.1112.RST.3.7:</u> | <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> |
| <u>LACC.910.L.3.4:</u> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <u>LACC.910.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> |

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| | <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <p>LACC.910.SL.2.6:</p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here.</p> |
| <p>LACC.910.W.2.6:</p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| <p>MACC.912.S-ID.1.2:</p> | <p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> |

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| <u>MACC.912.S-MD.2.7:</u> | Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). |
| <u>PE.912.L.3.2:</u> | Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples |
| | The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. |
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| <u>PE.912.L.3.6:</u> | Identify risks and safety factors that may affect physical activity throughout life. |
| <u>PE.912.L.4.1:</u> | Design a personal fitness program. Remarks/Examples |
| | Some examples of things to consider when designing a personal fitness program are timelines and current fitness level. |
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| <u>PE.912.L.4.4:</u> | Use available technology to assess, design and evaluate a personal fitness program. |
| <u>PE.912.L.4.7:</u> | Evaluate how to make changes in an individual wellness plan as lifestyle changes occur. |
| <u>SS.912.A.7.15:</u> | Analyze the effects of foreign and domestic terrorism on the American people. Remarks/Examples |
| | Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. |
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| <u>SS.912.A.7.2:</u> | Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. |
| <u>SS.912.C.1.1:</u> | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| <u>SS.912.C.1.5:</u> | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| <u>SS.912.C.2.1:</u> | Evaluate the constitutional provisions establishing citizenship, and |

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| | assess the criteria among citizens by birth, naturalized citizens, and non-citizens. |
| <u>SS.912.C.2.15:</u> | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |
| <u>SS.912.C.2.2:</u> | Evaluate the importance of political participation and civic participation. |
| <u>SS.912.C.2.5:</u> | Conduct a service project to further the public good. |
| | Remarks/Examples |
| | Examples are school, community, state, national, international. |
| <u>SS.912.C.2.6:</u> | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |



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Course: Marine Corps: Leadership Education 1-1803300

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| Course Title: | Marine Corps: Leadership Education 1 |
| Course Number: | 1803300 |
| Course Abbreviated Title: | MC LEAD ED 1 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Marine Corps Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.</p> <p>Special Notes: <u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 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 |

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| | <p>text.</p> <p>5. Providing extensive text-based research and writing opportunities (claims and evidence).</p> <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Principles of Public Service Program): 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives</p> <p><u>04.01</u> Employ leadership skills to accomplish organizational goals and objectives.</p> <p><u>04.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p><u>04.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>04.04</u> Employ mentoring skills to inspire and teach others.</p> <p><u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p><u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p> |
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STANDARDS (29)

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| <u>HE.912.B.6.4:</u> | <p>Formulate an effective long-term personal health plan.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> |
| <u>HE.912.C.1.1:</u> | <p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> |
| <u>HE.912.C.1.3:</u> | <p>Evaluate how environment and personal health are interrelated.</p> <p>Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability</p> |

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| | of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions. |
| <u>HE.912.C.1.4:</u> | Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources. |
| <u>HE.912.C.2.2:</u> | Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts. |
| <u>HE.912.C.2.5:</u> | Evaluate the effect of media on personal and family health. Remarks/Examples Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence. |
| <u>LACC.1112.RST.2.4:</u> | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. |
| <u>LACC.1112.RST.3.7:</u> | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| <u>LACC.910.L.3.4:</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, |

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| | <p><i>analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| <p><u>LACC.910.RI.2.4:</u></p> | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> |
| <p><u>LACC.910.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> |
| <p><u>LACC.910.SL.2.6:</u></p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See</p> |

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| | <p>grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here.</p> |
| LACC.910.W.2.6: | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| MACC.912.S-ID.1.2: | <p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> |
| MACC.912.S-MD.2.7: | Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). |
| PE.912.L.3.2: | <p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> |
| PE.912.L.3.3: | Identify a variety of activities that promote effective stress management. |
| PE.912.L.3.6: | Identify risks and safety factors that may affect physical activity throughout life. |
| PE.912.L.4.1: | <p>Design a personal fitness program.</p> <p>Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p> |

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| <u>PE.912.L.4.4:</u> | Use available technology to assess, design and evaluate a personal fitness program. |
| <u>PE.912.L.4.7:</u> | Evaluate how to make changes in an individual wellness plan as lifestyle changes occur. |
| <u>SS.912.C.1.1:</u> | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| <u>SS.912.C.1.5:</u> | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| <u>SS.912.C.2.1:</u> | Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens. |
| <u>SS.912.C.2.15:</u> | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |
| <u>SS.912.C.2.2:</u> | Evaluate the importance of political participation and civic participation. |
| <u>SS.912.C.2.5:</u> | Conduct a service project to further the public good. |
| | Remarks/Examples |
| | Examples are school, community, state, national, international. |
| <u>SS.912.C.2.6:</u> | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |
| <u>SS.912.C.3.14:</u> | Examine constitutional powers (expressed, implied, concurrent, reserved). |



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Course: Leadership Education 2- 1800410

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| Course Title: | Leadership Education 2 |
| Course Number: | 1800410 |
| Course Abbreviated Title: | LEAD ED 2 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Air Force Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 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). <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Aerospace Technologies Program): 41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. 41.01 Employ leadership skills to accomplish organizational goals and</p> |

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| | <p>objectives.</p> <p><u>41.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p><u>41.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>41.04</u> Employ mentoring skills to inspire and teach others.</p> |
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STANDARDS (25)

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| <u>HE.912.B.5.4:</u> | <p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples</p> <p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p> |
| <u>HE.912.P.7.1:</u> | <p>Analyze the role of individual responsibility in enhancing health.</p> <p>Remarks/Examples</p> <p>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.</p> |
| <u>HE.912.P.7.2:</u> | <p>Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships.</p> |
| <u>HE.912.P.8.1:</u> | <p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Remarks/Examples</p> <p>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.</p> |
| <u>HE.912.P.8.2:</u> | <p>Utilize current, accurate data/information to formulate a health-enhancing message.</p> |

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| | <p>Remarks/Examples</p> <p>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.</p> |
| <p><u>HE.912.P.8.3:</u></p> | <p>Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>Remarks/Examples</p> <p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p> |
| <p><u>HE.912.P.8.4:</u></p> | <p>Adapt health messages and communication techniques to a specific target audience.</p> <p>Remarks/Examples</p> <p>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</p> |
| <p><u>LACC.910.RI.3.8:</u></p> | <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> |
| <p><u>LACC.910.RI.3.9:</u></p> | <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> |
| <p><u>LACC.910.SL.1.1:</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and |

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| | <p>deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> |
| LACC.910.SL.1.2: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| LACC.910.SL.1.3: | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| LACC.910.SL.2.4: | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| LACC.910.SL.2.5: | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| LACC.910.SL.2.6: | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here.</p> |
| MACC.912.S-MD.2.7: | Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). |
| PE.912.C.2.20: | Identify appropriate methods to resolve physical conflict. |
| SS.912.C.1.5: | Evaluate how the Constitution and its amendments reflect the |

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| | political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| <u>SS.912.C.2.15:</u> | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |
| <u>SS.912.C.2.2:</u> | Evaluate the importance of political participation and civic participation. |
| <u>SS.912.C.2.3:</u> | Experience the responsibilities of citizens at the local, state, or federal levels. Remarks/Examples |
| | Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
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| <u>SS.912.C.2.5:</u> | Conduct a service project to further the public good. Remarks/Examples |
| | Examples are school, community, state, national, international. |
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| <u>SS.912.C.2.6:</u> | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |
| <u>SS.912.C.2.8:</u> | Analyze the impact of citizen participation as a means of achieving political and social change. Remarks/Examples |
| | Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors. |
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Course: Leadership Education 1- 1800400

BASIC INFORMATION

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| Course Title: | Leadership Education 1 |
| Course Number: | 1800400 |
| Course Abbreviated Title: | LEAD ED 1 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Air Force Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">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). <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Aerospace Technologies Program): 41.0 Demonstrate leadership and teamwork skills needed to</p> |

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| | <p>accomplish team goals and objectives.</p> <p><u>41.01</u> Employ leadership skills to accomplish organizational goals and objectives.</p> <p><u>41.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p><u>41.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>41.04</u> Employ mentoring skills to inspire and teach others.</p> |
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STANDARDS (15)

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| <u>LACC.910.RI.3 Integration of Knowledge and Ideas</u> | |
| <u>LACC.910.RI.3.8</u> : | <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Integration of Knowledge and Ideas</p> |
| <u>LACC.910.RI.3.9</u> : | <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Integration of Knowledge and Ideas</p> |
| <u>LACC.910.SL.1 Comprehension and Collaboration</u> | |
| <u>LACC.910.SL.1.1</u> : | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on |

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| | <p>key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p> |
| <p><u>LACC.910.SL.1.3 :</u></p> | <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p> |
| <p><u>LACC.910.SL.2 Presentation of Knowledge and Ideas</u></p> | |
| <p><u>LACC.910.SL.2.4 :</u></p> | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p> |
| <p><u>LACC.910.SL.2.5 :</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas</p> |
| <p><u>MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions</u></p> | |

MACC.912.S-MD.2.7

:

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.2.12 :

Explain the changing roles of television, radio, press, and Internet in political communication.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.2.13 :

Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

Remarks/Examples

Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.

SS.912.C.2.15 :

Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.2.2 :

Evaluate the importance of political participation and civic participation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.2.3 :

Experience the responsibilities of citizens at the local, state, or federal levels.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States](#)

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| | <p>citizens and determine methods of active participation in society, government, and the political system.</p> <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> |
| <p><u>SS.912.C.2.5 :</u></p> | <p>Conduct a service project to further the public good. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Remarks/Examples</p> <p>Examples are school, community, state, national, international.</p> |
| <p><u>SS.912.C.2.8 :</u></p> | <p>Analyze the impact of citizen participation as a means of achieving political and social change. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> |
| <p><u>SS.912.C.2.9 :</u></p> | <p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p> |

Course: Army: Leadership Education and Training 4- 1801330

BASIC INFORMATION

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| Course Title: | Army: Leadership Education and Training 4 |
| Course Number: | 1801330 |
| Course Abbreviated Title: | AR LEAD ED/TRAIN 4 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Army Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.</p> <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances</p> |

students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

STANDARDS (36)

[HE.912.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)

[HE.912.B.3.4 :](#)

Justify when professional health services or providers may be

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| | <p>required.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.</p> <p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p> |
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[HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

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| <u>HE.912.B.4.2 :</u> | <p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p> |
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| <u>HE.912.B.4.4 :</u> | <p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p> |
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[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

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| <u>HE.912.B.6.4 :</u> | <p>Formulate an effective long-term personal health plan.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Remarks/Examples</p> |
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| | <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> |
| <p><u>HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></p> | |
| <p><u>HE.912.C.1.1 :</u></p> | <p>Predict how healthy behaviors can affect health status. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <hr/> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> |
| <p><u>HE.912.C.1.2 :</u></p> | <p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <hr/> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p> |
| <p><u>HE.912.C.1.3 :</u></p> | <p>Evaluate how environment and personal health are interrelated. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <hr/> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p> |
| <p><u>HE.912.C.1.4 :</u></p> | <p>Propose strategies to reduce or prevent injuries and health problems. Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> |

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| | <p>Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> |
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[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

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| <u>HE.912.C.2.2 :</u> | <p>Compare how peers influence healthy and unhealthy behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
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| <u>HE.912.C.2.5 :</u> | <p>Evaluate the effect of media on personal and family health. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |
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[LACC.1112.RST.2 Craft and Structure](#)

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| <u>LACC.1112.RST.2.4 :</u> | <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p> |
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[LACC.1112.RST.3 Integration of Knowledge and Ideas](#)

[LACC.1112.RST.3.7 :](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.910.L.3 Vocabulary Acquisition and Use](#)

[LACC.910.L.3.4 :](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

[LACC.910.RI.2 Craft and Structure](#)

[LACC.910.RI.2.4 :](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.1 :

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.W.2 Production and Distribution of Writing

LACC.910.W.2.6 :

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

MA.912.F.4 Individual Financial Planning

MA.912.F.4.1 :

Develop personal budgets that fit within various income brackets.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 09/07

Belongs to: [Individual Financial Planning](#)

Remarks/Examples

Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.

MA.912.F.4.4 :

Establish a plan to pay off debt.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 09/07

Belongs to: [Individual Financial Planning](#)

Remarks/Examples

Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?

MA.912.F.4.8 :

Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 09/07

Belongs to: [Individual Financial Planning](#)

Remarks/Examples

Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.

MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable

MACC.912.S-ID.1.2 :

Use statistics appropriate to the shape of the data distribution to

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| | <p>compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Summarize, represent, and interpret data on a single count or measurement variable</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> |
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[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)

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| <p><u>MACC.912.S-MD.2.7</u> :</p> | <p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Use probability to evaluate outcomes of decisions</p> |
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[PE.912.L.3 Participate regularly in physical activity.](#)

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| <p><u>PE.912.L.3.2</u> :</p> | <p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> |
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| <p><u>PE.912.L.3.3</u> :</p> | <p>Identify a variety of activities that promote effective stress management.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p> |
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| <p><u>PE.912.L.3.6</u> :</p> | <p>Identify risks and safety factors that may affect physical activity throughout life.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p> |
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[PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a](#)

health-enhancing level of physical fitness.

PE.912.L.4.1 :

Design a personal fitness program.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

Remarks/Examples

Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

PE.912.L.4.4 :

Use available technology to assess, design and evaluate a personal fitness program.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

PE.912.L.4.7 :

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

PE.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PE.912.R.6.1 :

Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

SS.912.A.1 Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.2 :

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Use research and inquiry skills to analyze American history using primary and secondary sources.](#)

SS.912.A.6 Understand the causes and course of World War II, the character of the war at

home and abroad, and its reshaping of the United States role in the post-war world.

SS.912.A.6.1 :

Examine causes, course, and consequences of World War II on the United States and the world.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

Remarks/Examples

Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.

SS.912.A.6.5 :

Explain the impact of World War II on domestic government policy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

Remarks/Examples

Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.

SS.912.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

SS.912.C.1.5 :

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.2.2 :

Evaluate the importance of political participation and civic participation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government,](#)

[and the political system.](#)

SS.912.C.2.6 :

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.

SS.912.C.3.14 :

Examine constitutional powers (expressed, implied, concurrent, reserved).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.912.G.1.3 :

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

Course: Army: Leadership Education and Training 3- 1801320

BASIC INFORMATION

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|----------------------------------|---|
| Course Title: | Army: Leadership Education and Training 3 |
| Course Number: | 1801320 |
| Course Abbreviated Title: | AR LEAD ED/TRAIN 3 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Army Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.</p> <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability</p> |

to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

STANDARDS (39)

[HE.912.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.](#)

[HE.912.B.3.4 :](#)

Justify when professional health services or providers may be required.

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| | <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.</p> <p>Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p> |
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[HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

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| <u>HE.912.B.4.2 :</u> | <p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p> |
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| <u>HE.912.B.4.4 :</u> | <p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p> |
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[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

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| <u>HE.912.B.6.4 :</u> | <p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits,</p> |
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| | improved physical fitness, and individual responsibilities for protecting health. |
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[HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

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| <u>HE.912.C.1.1 :</u> | <p>Predict how healthy behaviors can affect health status. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <hr/> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> |
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| <u>HE.912.C.1.2 :</u> | <p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <hr/> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p> |
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| <u>HE.912.C.1.3 :</u> | <p>Evaluate how environment and personal health are interrelated. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <hr/> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p> |
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| <u>HE.912.C.1.4 :</u> | <p>Propose strategies to reduce or prevent injuries and health problems. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> |
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| | <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> |
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[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

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| <p><u>HE.912.C.2.2 :</u></p> | <p>Compare how peers influence healthy and unhealthy behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
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| <p><u>HE.912.C.2.5 :</u></p> | <p>Evaluate the effect of media on personal and family health. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |
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[LACC.1112.RST.2 Craft and Structure](#)

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| <p><u>LACC.1112.RST.2.4 :</u></p> | <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p> |
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[LACC.1112.RST.3 Integration of Knowledge and Ideas](#)

LACC.1112.RST.3.7 :

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.910.L.3 Vocabulary Acquisition and Use

LACC.910.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

LACC.910.RI.2 Craft and Structure

LACC.910.RI.2.4 :

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.1 :](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.W.2 Production and Distribution of Writing](#)

[LACC.910.W.2.6 :](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[MA.912.F.4 Individual Financial Planning](#)

MA.912.F.4.1 :

Develop personal budgets that fit within various income brackets.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Individual Financial Planning](#)

Remarks/Examples

Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.

MA.912.F.4.4 :

Establish a plan to pay off debt.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Individual Financial Planning](#)

Remarks/Examples

Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?

MA.912.F.4.8 :

Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Individual Financial Planning](#)

Remarks/Examples

Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.

MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable

MACC.912.S-ID.1.2 :

Use statistics appropriate to the shape of the data distribution to

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| | <p>compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Summarize, represent, and interpret data on a single count or measurement variable</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> |
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[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)

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| <p><u>MACC.912.S-MD.2.7</u> :</p> | <p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Use probability to evaluate outcomes of decisions</p> |
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[PE.912.L.3 Participate regularly in physical activity.](#)

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| <p><u>PE.912.L.3.2</u> :</p> | <p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p> <p>Remarks/Examples</p> <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> |
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| <p><u>PE.912.L.3.3</u> :</p> | <p>Identify a variety of activities that promote effective stress management.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p> |
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| <p><u>PE.912.L.3.6</u> :</p> | <p>Identify risks and safety factors that may affect physical activity throughout life.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p> |
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[PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a](#)

health-enhancing level of physical fitness.

PE.912.L.4.1 :

Design a personal fitness program.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

Remarks/Examples

Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

PE.912.L.4.4 :

Use available technology to assess, design and evaluate a personal fitness program.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

PE.912.L.4.7 :

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

PE.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PE.912.R.6.1 :

Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.](#)

SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.

SS.912.A.4.5 :

Examine causes, course, and consequences of United States involvement in World War I.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

Remarks/Examples

Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality,

Zimmerman Note, the *Lusitania*, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

SS.912.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

SS.912.C.1.1 :

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

SS.912.C.1.5 :

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.2.15 :

Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.2.2 :

Evaluate the importance of political participation and civic participation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.2.6 :

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of

government.

SS.912.C.3.14 :

Examine constitutional powers (expressed, implied, concurrent, reserved).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

SS.912.E.1 Understand the fundamental concepts relevant to the development of a market economy.

SS.912.E.1.15 :

Describe the risk and return profiles of various investment vehicles and the importance of diversification.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts relevant to the development of a market economy.](#)

Remarks/Examples

Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.

SS.912.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

SS.912.E.2.11 :

Assess the economic impact of negative and positive externalities on the local, state, and national environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.](#)

Remarks/Examples

Examples of negative are pollution, global warming.
Examples of positive are pure water, better air quality.

SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.912.G.1.3 :

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

SS.912.G.1.4 :

Analyze geographic information from a variety of sources including

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| | <p>primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</p> |
| | <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> |
| | <p>Remarks/Examples</p> <hr/> <p>Examples are thematic, contour, and dot-density.</p> <hr/> |

Course: Army: Leadership Education and Training 2- 1801310

BASIC INFORMATION

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|----------------------------------|---|
| Course Title: | Army: Leadership Education and Training 2 |
| Course Number: | 1801310 |
| Course Abbreviated Title: | AR LEAD ED/TRAIN 2 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Army Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.</p> <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps</p> |

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| | <p>student learning:</p> <ol style="list-style-type: none"> 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). <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Principles of Public Service Program): 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives</p> <p><u>04.01</u> Employ leadership skills to accomplish organizational goals and objectives.</p> <p><u>04.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p><u>04.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>04.04</u> Employ mentoring skills to inspire and teach others.</p> <p><u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p><u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals. <u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p> |
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STANDARDS (34)

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| <p><u>HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</u></p> | |
| <p><u>HE.912.B.6.4 :</u></p> | <p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health. Remarks/Examples Stress reduction, weight management, healthier eating habits,</p> |

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| | improved physical fitness, and individual responsibilities for protecting health. |
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[HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

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| <u>HE.912.C.1.1 :</u> | <p>Predict how healthy behaviors can affect health status. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> |
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| <u>HE.912.C.1.3 :</u> | <p>Evaluate how environment and personal health are interrelated. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p> |
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| <u>HE.912.C.1.4 :</u> | <p>Propose strategies to reduce or prevent injuries and health problems. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> |
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[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

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| <u>HE.912.C.2.2 :</u> | Compare how peers influence healthy and unhealthy behaviors. |
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| | <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
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| <p>HE.912.C.2.5 :</p> | <p>Evaluate the effect of media on personal and family health. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |
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[LACC.1112.RST.2 Craft and Structure](#)

| | |
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| <p>LACC.1112.RST.2.4 :</p> | <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p> |
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[LACC.1112.RST.3 Integration of Knowledge and Ideas](#)

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| <p>LACC.1112.RST.3.7 :</p> | <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas</p> |
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[LACC.910.L.3 Vocabulary Acquisition and Use](#)

LACC.910.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

LACC.910.RI.2 Craft and Structure

LACC.910.RI.2.4 :

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.1 :

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

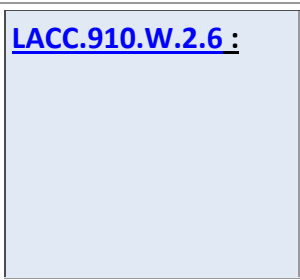


referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Comprehension and Collaboration](#)

[LACC.910.W.2 Production and Distribution of Writing](#)

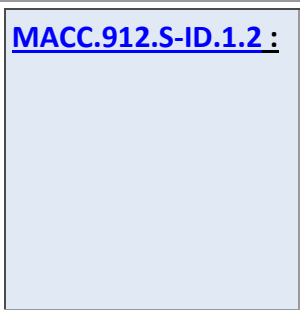


[LACC.910.W.2.6 :](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Production and Distribution of Writing](#)

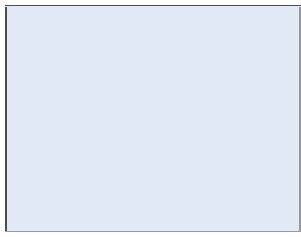
[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)



[MACC.912.S-ID.1.2 :](#)

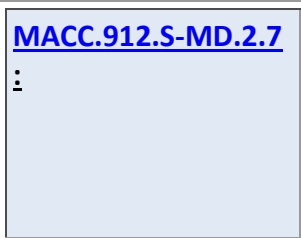
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)
 Remarks/Examples



In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)



[MACC.912.S-MD.2.7](#)

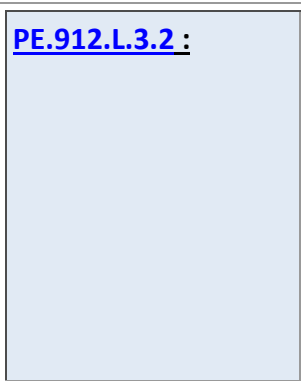
:

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

[PE.912.L.3 Participate regularly in physical activity.](#)



[PE.912.L.3.2](#)

Participate in a variety of activities that promote the health-related components of fitness.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Participate regularly in physical activity.](#)

Remarks/Examples

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

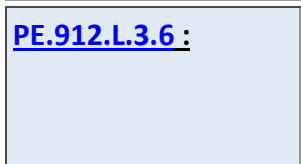


[PE.912.L.3.3](#)

Identify a variety of activities that promote effective stress management.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Participate regularly in physical activity.](#)



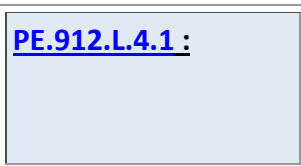
[PE.912.L.3.6](#)

Identify risks and safety factors that may affect physical activity throughout life.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Participate regularly in physical activity.](#)

[PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)



[PE.912.L.4.1](#)

Design a personal fitness program.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

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| | <p>Remarks/Examples</p> <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p> |
| <p><u>PE.912.L.4.4 :</u></p> | <p>Use available technology to assess, design and evaluate a personal fitness program.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</p> |
| <p><u>PE.912.L.4.7 :</u></p> | <p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</p> |
| <p><u>PE.912.R.2 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</u></p> | |
| <p><u>PE.912.R.2.1 :</u></p> | <p>Select and participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> |
| <p><u>SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</u></p> | |
| <p><u>SS.912.A.3.2 :</u></p> | <p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> |
| <p><u>SS.912.A.3.3 :</u></p> | <p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p> |

[SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

[SS.912.A.4.5 :](#)

Examine causes, course, and consequences of United States involvement in World War I.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

Remarks/Examples

Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania*, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

[SS.912.A.6 Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

[SS.912.A.6.1 :](#)

Examine causes, course, and consequences of World War II on the United States and the world.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

Remarks/Examples

Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.

[SS.912.A.6.5 :](#)

Explain the impact of World War II on domestic government policy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

Remarks/Examples

Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African

Americans, women, Jews, and other refugees.

[SS.912.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

[SS.912.C.1.1 :](#)

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

[SS.912.C.1.5 :](#)

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

[SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

[SS.912.C.2.15 :](#)

Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

[SS.912.C.2.2 :](#)

Evaluate the importance of political participation and civic participation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

[SS.912.C.2.6 :](#)

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

[SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.](#)

SS.912.C.3.14 :

Examine constitutional powers (expressed, implied, concurrent, reserved).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.912.G.1.3 :

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

SS.912.G.1.4 :

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

Remarks/Examples

Examples are thematic, contour, and dot-density.

Course: Naval Science 4- 1802330

BASIC INFORMATION

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|----------------------------------|--|
| Course Title: | Naval Science 4 |
| Course Number: | 1802330 |
| Course Abbreviated Title: | NAVAL SCI 4 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Navy Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.</p> <p>Special Notes:</p> <p>-</p> <p><u>Instructional Practices:</u> Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">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 |

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| | <p>opportunities (claims and evidence).</p> <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Principles of Public Service Program): 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives 04.01 Employ leadership skills to accomplish organizational goals and objectives. 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. 04.03 Conduct and participate in meetings to accomplish work tasks. 04.04 Employ mentoring skills to inspire and teach others. 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions. 04.06 Employ critical thinking and interpersonal skills to resolve conflicts. 04.07 Identify and document workplace performance goals and monitor progress toward those goals. 04.08 Conduct technical research to gather information necessary for decision-making.</p> |
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STANDARDS (21)

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| <p><u>HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</u></p> | |
| <p><u>HE.912.B.4.1 :</u></p> | <p>Explain skills needed to communicate effectively with family, peers, and others to enhance health. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. Remarks/Examples</p> <hr/> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> |
| <p><u>HE.912.B.4.2 :</u></p> | <p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> |

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| | <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p> |
| <p><u>HE.912.B.4.3 :</u></p> | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |
| <p><u>HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</u></p> | |
| <p><u>HE.912.B.5.1 :</u></p> | <p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p> |
| <p><u>HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</u></p> | |
| <p><u>HE.912.B.6.4 :</u></p> | <p>Formulate an effective long-term personal health plan.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits,</p> |

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| | improved physical fitness, and individual responsibilities for protecting health. |
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[HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

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| <u>HE.912.C.1.2 :</u> | <p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> |
| | <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p> |

[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

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| <u>HE.912.C.2.2 :</u> | <p>Compare how peers influence healthy and unhealthy behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> |
| | <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |

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| <u>HE.912.C.2.4 :</u> | <p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> |
| | <p>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p> |

[HE.912.P.8 Advocacy - Demonstrate the ability to advocate for individual, peer, school,](#)

family, and community health.

HE.912.P.8.3 :

Work cooperatively as an advocate for improving personal, family, and community health.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.](#)

Remarks/Examples

Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.

LACC.1112.RST.2 Craft and Structure

LACC.1112.RST.2.4 :

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1112.RST.3 Integration of Knowledge and Ideas

LACC.1112.RST.3.7 :

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.2.3 :

Experience the responsibilities of citizens at the local, state, or federal levels.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

Remarks/Examples

Examples are registering or pre-registering to vote, volunteering,

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| | <p>communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p> |
| <p><u>SS.912.C.2.5 :</u></p> | <p>Conduct a service project to further the public good. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. Remarks/Examples Examples are school, community, state, national, international.</p> |
| <p><u>SS.912.C.2.15 :</u></p> | <p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |
| <p><u>SS.912.C.2.8 :</u></p> | <p>Analyze the impact of citizen participation as a means of achieving political and social change. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. Remarks/Examples Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p> |

LACC.910.L.3 Vocabulary Acquisition and Use

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| <p><u>LACC.910.L.3.4 :</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). |
|---------------------------------------|--|

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.1 :](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.W.2 Production and Distribution of Writing

LACC.910.W.2.6 :

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions

MACC.912.S-MD.2.7 :

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

PE.912.C.1 Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

PE.912.C.1.20 :

Know various ways in which physical conflict can be resolved appropriately.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.](#)

PE.912.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.912.M.1.5 :

Apply strategies for self improvement based on individual strengths and needs.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Course: Naval Science 3- 1802320

BASIC INFORMATION

| | |
|----------------------------------|--|
| Course Title: | Naval Science 3 |
| Course Number: | 1802320 |
| Course Abbreviated Title: | NAVAL SCI 3 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Navy Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.</p> <p>Special Notes:</p> <p><u>Instructional Practices:</u> Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to lessons.3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.4. Requiring students to support answers with evidence from |

the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education
(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

STANDARDS (23)

[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

[HE.912.B.6.4 :](#)

Formulate an effective long-term personal health plan.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

Remarks/Examples

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[LACC.1112.RST.2 Craft and Structure](#)

LACC.1112.RST.2.4 :

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1112.RST.3 Integration of Knowledge and Ideas

LACC.1112.RST.3.7 :

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.910.L.3 Vocabulary Acquisition and Use

LACC.910.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.1 :

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.910.W.2 Production and Distribution of Writing

LACC.910.W.2.6 :

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions

MACC.912.S-MD.2.7

Analyze decisions and strategies using probability concepts (e.g.,

:

product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

[SC.912.E.6 Earth Structures](#)

[SC.912.E.6.5 :](#)

Describe the geologic development of the present day oceans and identify commonly found features.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Earth Structures](#)

Remarks/Examples

Describe the topography of the ocean floor and how it formed (e.g. plate tectonics, sea level changes).

[SC.912.E.7 Earth Systems and Patterns](#)

[SC.912.E.7.2 :](#)

Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Earth Systems and Patterns](#)

Remarks/Examples

Explain how surface and deep-water circulation patterns (Coriolis effect, La Niña, El Niño, Southern Oscillation, upwelling, ocean surface cooling, freshwater influx, density differences, Labrador Current and Gulf Stream) impact energy transfer in the environment.

[SC.912.E.7.4 :](#)

Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Earth Systems and Patterns](#)

Remarks/Examples

Describe how latitude, altitude, topography, prevailing winds, proximity to large bodies of water, vegetation and ocean currents determine the climate of a geographic area.

SC.912.E.7.7 :

Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Earth Systems and Patterns](#)

Remarks/Examples

Explain the possible natural (e.g. increased global temperature, wildfires, volcanic dust) and anthropogenic mechanisms (e.g. air pollution, acid rain, greenhouse gases, burning of fossil fuels) and the effects of these mechanisms on global climate change.

SC.912.L.17 Interdependence

SC.912.L.17.2 :

Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Interdependence](#)

SC.912.L.17.3 :

Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Interdependence](#)

SC.912.P.10 Energy

SC.912.P.10.1 :

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Energy](#)

Remarks/Examples

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs; Light to heat in laser drills; Electrical to sound in radios; Sound to electrical in microphones; Electrical to chemical in battery rechargers; Chemical to electrical in dry cells; Mechanical to

electrical in generators [power plants]; Nuclear to heat in nuclear reactors; Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

[SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

[SS.912.A.3.2 :](#)

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

[SS.912.A.3.3 :](#)

Compare the first and second Industrial Revolutions in the United States.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

Remarks/Examples

Examples may include, but are not limited to, trade, development of new industries.

[SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

[SS.912.A.4.5 :](#)

Examine causes, course, and consequences of United States involvement in World War I.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

Remarks/Examples

Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania*, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

[SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and](#)

[determine methods of active participation in society, government, and the political system.](#)

[SS.912.C.2.2 :](#)

Evaluate the importance of political participation and civic participation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

[SS.912.C.2.6 :](#)

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

[SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.](#)

[SS.912.C.3.14 :](#)

Examine constitutional powers (expressed, implied, concurrent, reserved).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

[SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

[SS.912.G.1.3 :](#)

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

[SS.912.G.1.4 :](#)

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

Remarks/Examples

Examples are thematic, contour, and dot-density.

[SS.912.G.4 Understand the characteristics, distribution, and migration of human](#)

populations.

SS.912.G.4.2 :

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the characteristics, distribution, and migration of human populations.](#)

Course: Naval Science 2- 1802310

BASIC INFORMATION

| | |
|----------------------------------|---|
| Course Title: | Naval Science 2 |
| Course Number: | 1802310 |
| Course Abbreviated Title: | NAVAL SCI 2 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Navy Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, landforms, climate, soil, bodies of water, people, governments, the military, and geopolitics.</p> <p>Special Notes: <u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to lessons. |

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

STANDARDS (25)

[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

HE.912.B.6.4 :

Formulate an effective long-term personal health plan.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

Remarks/Examples

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.RST.2.4 :](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.1112.RST.3 Integration of Knowledge and Ideas](#)

[LACC.1112.RST.3.7 :](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.910.L.3 Vocabulary Acquisition and Use](#)

[LACC.910.L.3.4 :](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

LACC.910.RI.2 Craft and Structure

LACC.910.RI.2.4 :

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.1 :

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.W.2 Production and Distribution of Writing](#)

[LACC.910.W.2.6 :](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)

[MACC.912.S-MD.2.7 :](#)

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

[SC.912.E.5 Earth in Space and Time](#)

[SC.912.E.5.2 :](#)

Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

Remarks/Examples

Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.

CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.

[SC.912.E.6 Earth Structures](#)

SC.912.E.6.4 :

Analyze how specific geologic processes and features are expressed in Florida and elsewhere.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Earth Structures](#)

Remarks/Examples

Describe the effect of ocean and Gulf water currents, gravel mining, beach erosion, dune development, aquifers and ground water, salt water intrusion, springs, and sink holes on the formation of the Florida peninsula. Explain the effects of latitude, elevation, topography (land surface type), proximity to large bodies of water, and temperature of ocean currents, on climate in Florida.

SC.912.E.6.5 :

Describe the geologic development of the present day oceans and identify commonly found features.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Earth Structures](#)

Remarks/Examples

Describe the topography of the ocean floor and how it formed (e.g. plate tectonics, sea level changes).

SC.912.E.7 Earth Systems and Patterns

SC.912.E.7.2 :

Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Earth Systems and Patterns](#)

Remarks/Examples

Explain how surface and deep-water circulation patterns (Coriolis effect, La Niña, El Niño, Southern Oscillation, upwelling, ocean surface cooling, freshwater influx, density differences, Labrador Current and Gulf Stream) impact energy transfer in the environment.

SC.912.L.17 Interdependence

[SC.912.L.17.2 :](#)

Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Interdependence](#)

[SC.912.L.17.3 :](#)

Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Interdependence](#)

[SC.912.P.10 Energy](#)

[SC.912.P.10.1 :](#)

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Energy](#)

Remarks/Examples

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs; Light to heat in laser drills; Electrical to sound in radios; Sound to electrical in microphones; Electrical to chemical in battery rechargers; Chemical to electrical in dry cells; Mechanical to electrical in generators [power plants]; Nuclear to heat in nuclear reactors; Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

[SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

[SS.912.A.3.2 :](#)

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

[SS.912.A.3.3 :](#)

Compare the first and second Industrial Revolutions in the United States.

| | |
|--|---|
| | <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p> |
|--|---|

[SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

| | |
|--|--|
| <u>SS.912.A.4.5 :</u> | <p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> |
|--|--|

[SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

| | |
|---|---|
| <u>SS.912.C.2.15 :</u> | <p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |
| <u>SS.912.C.2.2 :</u> | <p>Evaluate the importance of political participation and civic participation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |
| <u>SS.912.C.2.6 :</u> | <p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> |

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

[SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.](#)

[SS.912.C.3.14 :](#)

Examine constitutional powers (expressed, implied, concurrent, reserved).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

[SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

[SS.912.G.1.3 :](#)

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

[SS.912.G.1.4 :](#)

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

Remarks/Examples

Examples are thematic, contour, and dot-density.

[SS.912.G.4 Understand the characteristics, distribution, and migration of human populations.](#)

[SS.912.G.4.2 :](#)

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the characteristics, distribution, and migration of human populations.](#)

Course: Naval Science 1- 1802300

BASIC INFORMATION

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| Course Title: | Naval Science 1 |
| Course Number: | 1802300 |
| Course Abbreviated Title: | NAVAL SCI 1 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Navy Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.</p> <p>Special Notes: <u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">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- |

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| | <p>level, complex tasks and assignments.</p> <ol style="list-style-type: none"> 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Principles of Public Service Program): 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives</p> <p><u>04.01</u> Employ leadership skills to accomplish organizational goals and objectives.</p> <p><u>04.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p><u>04.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>04.04</u> Employ mentoring skills to inspire and teach others.</p> <p><u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p><u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p> |
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STANDARDS (32)

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| <p><u>HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</u></p> | |
| <p><u>HE.912.B.6.4 :</u></p> | <p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> |
| <p><u>HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease</u></p> | |

prevention to enhance health.

HE.912.C.1.1 :

Predict how healthy behaviors can affect health status.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

HE.912.C.1.3 :

Evaluate how environment and personal health are interrelated.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

HE.912.C.1.4 :

Propose strategies to reduce or prevent injuries and health problems.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.912.C.2.2 :

Compare how peers influence healthy and unhealthy behaviors.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Binge drinking and social groups, sexual coercion [pressure, force,

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| | <p>or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
| <p><u>HE.912.C.2.5 :</u></p> | <p>Evaluate the effect of media on personal and family health. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |

LACC.1112.RST.2 Craft and Structure

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| <p><u>LACC.1112.RST.2.4 :</u></p> | <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p> |
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LACC.1112.RST.3 Integration of Knowledge and Ideas

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| <p><u>LACC.1112.RST.3.7 :</u></p> | <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas</p> |
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LACC.910.L.3 Vocabulary Acquisition and Use

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| <p><u>LACC.910.L.3.4 :</u></p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence,</p> |
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paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

[LACC.910.RI.2 Craft and Structure](#)

[LACC.910.RI.2.4 :](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

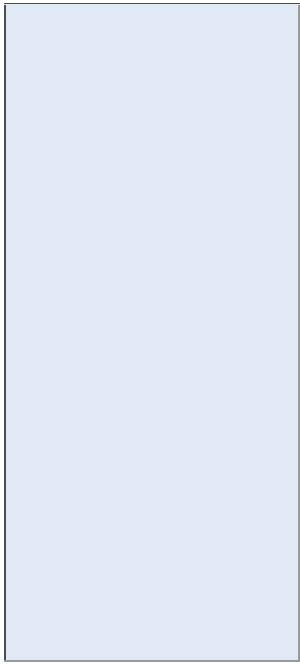
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.1 :](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

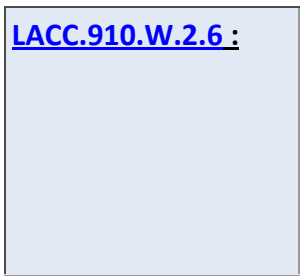
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on



- key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Comprehension and Collaboration](#)

[LACC.910.W.2 Production and Distribution of Writing](#)

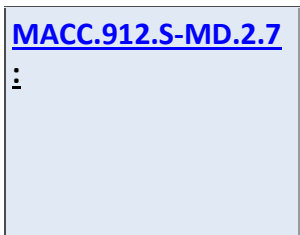


[LACC.910.W.2.6](#) :

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Production and Distribution of Writing](#)

[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)

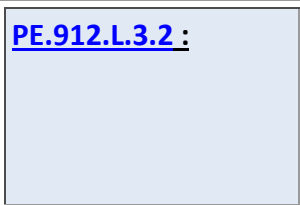


[MACC.912.S-MD.2.7](#) :

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Use probability to evaluate outcomes of decisions](#)

[PE.912.L.3 Participate regularly in physical activity.](#)



[PE.912.L.3.2](#) :

Participate in a variety of activities that promote the health-related components of fitness.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
 Belongs to: [Participate regularly in physical activity.](#)

Remarks/Examples

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| | <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> |
| <p><u>PE.912.L.3.3 :</u></p> | <p>Identify a variety of activities that promote effective stress management. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p> |
| <p><u>PE.912.L.3.6 :</u></p> | <p>Identify risks and safety factors that may affect physical activity throughout life. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Participate regularly in physical activity.</p> |
| <p><u>PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</u></p> | |
| <p><u>PE.912.L.4.1 :</u></p> | <p>Design a personal fitness program. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p> |
| <p><u>PE.912.L.4.4 :</u></p> | <p>Use available technology to assess, design and evaluate a personal fitness program. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</p> |
| <p><u>PE.912.L.4.7 :</u></p> | <p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</p> |
| <p><u>PE.912.R.6 Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</u></p> | |
| <p><u>PE.912.R.6.1 :</u></p> | <p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy</p> |

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| | <p>lifestyle.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> |
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[SS.912.A.2 Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.](#)

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| <u>SS.912.A.2.1 :</u> | <p>Review causes and consequences of the Civil War.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p> |
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| <u>SS.912.A.2.2 :</u> | <p>Assess the influence of significant people or groups on Reconstruction.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p> <p>Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</p> |
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[SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

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| <u>SS.912.A.3.2 :</u> | <p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> |
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| <u>SS.912.A.3.3 :</u> | <p>Compare the first and second Industrial Revolutions in the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the transformation of the American economy and the</p> |
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| | <p>changing social and political conditions in response to the Industrial Revolution.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p> |
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[SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

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| <u>SS.912.A.4.5 :</u> | <p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> |
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[SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

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| <u>SS.912.C.2.15 :</u> | <p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |
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| <u>SS.912.C.2.2 :</u> | <p>Evaluate the importance of political participation and civic participation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |
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| <u>SS.912.C.2.6 :</u> | <p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |
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and the political system.

SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.

SS.912.C.3.14 :

Examine constitutional powers (expressed, implied, concurrent, reserved).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.912.G.1.3 :

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

SS.912.G.1.4 :

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

Remarks/Examples

Examples are thematic, contour, and dot-density.

SS.912.G.4 Understand the characteristics, distribution, and migration of human populations.

SS.912.G.4.2 :

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the characteristics, distribution, and migration of human populations.](#)

Course: Marine Corps: Leadership Education 4-1803330

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| Course Title: | Marine Corps: Leadership Education 4 |
| Course Number: | 1803330 |
| Course Abbreviated Title: | MC LEAD ED 4 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Marine Corps Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.</p> <p>Special Notes: <u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 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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| | <ol style="list-style-type: none"> 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). <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Principles of Public Service Program): 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives</p> <p><u>04.01</u> Employ leadership skills to accomplish organizational goals and objectives.</p> <p><u>04.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p><u>04.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>04.04</u> Employ mentoring skills to inspire and teach others.</p> <p><u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p><u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p> |
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STANDARDS (30)

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| <u>HE.912.B.4.1:</u> | <p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <hr/> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> <hr/> |
| <u>HE.912.B.4.2:</u> | <p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <hr/> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p> <hr/> |

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| <u>HE.912.B.4.3:</u> | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |
| <u>HE.912.B.4.4:</u> | <p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p> |
| <u>HE.912.B.5.4:</u> | <p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>Remarks/Examples</p> <p>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p> |
| <u>HE.912.C.2.2:</u> | <p>Compare how peers influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
| <u>HE.912.C.2.5:</u> | <p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |
| <u>IA.910.2.2.3:</u> | The student will organize information to show understanding or |

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| | <p>relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);</p> <p>Remarks/Examples</p> <p>SS.912.C.4.3 Assess human rights policies of the United States and other countries.</p> |
| <u>LA.910.5.2.2:</u> | The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations); |
| <u>LACC.1112.RST.2.4</u> : | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. |
| <u>LACC.1112.RST.3.7</u> : | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| <u>LACC.910.L.3.4:</u> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <u>LACC.910.SL.1.1:</u> | 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 |

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| | <p>expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <p>LACC.910.SL.2.6:</p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples</p> <p>Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here.</p> |
| <p>LACC.910.W.2.6:</p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| <p>MACC.912.S-IC.2.6:</p> | <p>Evaluate reports based on data.</p> |
| <p>MACC.912.S-ID.1.2:</p> | <p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the</p> |

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| | distribution or the existence of extreme data points. |
| <u>MACC.912.S-MD.2.7:</u> | Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). |
| <u>PE.912.L.3.2:</u> | Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. |
| <u>PE.912.L.3.6:</u> | Identify risks and safety factors that may affect physical activity throughout life. |
| <u>PE.912.L.4.1:</u> | Design a personal fitness program. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level. |
| <u>PE.912.L.4.4:</u> | Use available technology to assess, design and evaluate a personal fitness program. |
| <u>PE.912.L.4.7:</u> | Evaluate how to make changes in an individual wellness plan as lifestyle changes occur. |
| <u>SS.912.A.7.2:</u> | Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. |
| <u>SS.912.C.1.1:</u> | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| <u>SS.912.C.1.5:</u> | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| <u>SS.912.C.2.1:</u> | Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens. |
| <u>SS.912.C.2.15:</u> | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |

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| <u>SS.912.C.2.2:</u> | Evaluate the importance of political participation and civic participation. |
| <u>SS.912.C.2.5:</u> | Conduct a service project to further the public good. |
| | Remarks/Examples |
| | Examples are school, community, state, national, international. |
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Course: Marine Corps: Leadership Education 3-1803320

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| Course Title: | Marine Corps: Leadership Education 3 |
| Course Number: | 1803320 |
| Course Abbreviated Title: | MC LEAD ED 3 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Marine Corps Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.</p> <p>Special Notes: <u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 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. |

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| | <p>5. Providing extensive text-based research and writing opportunities (claims and evidence).</p> <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Principles of Public Service Program): 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives <u>04.01</u> Employ leadership skills to accomplish organizational goals and objectives. <u>04.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. <u>04.03</u> Conduct and participate in meetings to accomplish work tasks. <u>04.04</u> Employ mentoring skills to inspire and teach others. 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions. <u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts. <u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals. <u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p> |
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STANDARDS (29)

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| <u>HE.912.B.4.1:</u> | <p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> |
| <u>HE.912.B.4.2:</u> | <p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p> |
| <u>HE.912.C.1.1:</u> | <p>Predict how healthy behaviors can affect health status.</p> <p>Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food,</p> |

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| | <p>substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> |
| <u>HE.912.C.1.4:</u> | <p>Propose strategies to reduce or prevent injuries and health problems. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> |
| <u>HE.912.C.2.2:</u> | <p>Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
| <u>HE.912.C.2.5:</u> | <p>Evaluate the effect of media on personal and family health. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |
| <u>LACC.1112.RST.2.4:</u> | <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> |
| <u>LACC.1112.RST.3.7:</u> | <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> |
| <u>LACC.910.L.3.4:</u> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, |

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| | <p><i>analysis, analytical; advocate, advocacy</i>).</p> <ul style="list-style-type: none"> c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| <p>LACC.910.SL.1.1:</p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <p>LACC.910.SL.2.6:</p> | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here.</p> |

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| <u>LACC.910.W.2.6:</u> | 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. |
| <u>MACC.912.S-IC.2.6:</u> | Evaluate reports based on data. |
| <u>MACC.912.S-ID.1.2:</u> | Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Remarks/Examples In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. |
| <u>MACC.912.S-MD.2.7:</u> | Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). |
| <u>PE.912.L.3.2:</u> | Participate in a variety of activities that promote the health-related components of fitness. Remarks/Examples The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. |
| <u>PE.912.L.3.6:</u> | Identify risks and safety factors that may affect physical activity throughout life. |
| <u>PE.912.L.4.1:</u> | Design a personal fitness program. Remarks/Examples Some examples of things to consider when designing a personal fitness program are timelines and current fitness level. |
| <u>PE.912.L.4.4:</u> | Use available technology to assess, design and evaluate a personal fitness program. |
| <u>PE.912.L.4.7:</u> | Evaluate how to make changes in an individual wellness plan as lifestyle changes occur. |
| <u>SS.912.A.7.15:</u> | Analyze the effects of foreign and domestic terrorism on the American people. |

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| | <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p> |
| <u>SS.912.A.7.2:</u> | Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period. |
| <u>SS.912.C.1.1:</u> | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |
| <u>SS.912.C.1.5:</u> | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| <u>SS.912.C.2.1:</u> | Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens. |
| <u>SS.912.C.2.15:</u> | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |
| <u>SS.912.C.2.2:</u> | Evaluate the importance of political participation and civic participation. |
| <u>SS.912.C.2.5:</u> | <p>Conduct a service project to further the public good.</p> <p>Remarks/Examples</p> <p>Examples are school, community, state, national, international.</p> |
| <u>SS.912.C.2.6:</u> | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |



arts

- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

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).

MACC.K12.MP
 MACC.K12.MP.1
 MACC.K12.MP.3
 MACC.K12.MP.5
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Mathematical Practices

Make sense of problems and persevere in solving them.
 Construct viable arguments and critique the reasoning of others.
 Use appropriate tools strategically.
 Attend to precision.

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| <p><u>DA.912.C.1.3:</u></p> | <p>Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.</p> <p>Remarks/Examples</p> <p>e.g., journal entries, discussion</p> |
| <p><u>DA.912.H.2.1:</u></p> | <p>Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.</p> <p>Remarks/Examples</p> <p>e.g., court dances on ballet, West African dance on modern, dance artist, society, music, costuming, sets, technology, venues</p> |
| <p><u>DA.912.H.2.2:</u></p> | <p>Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.</p> |
| <p><u>LACC.910.RH.1.1:</u></p> | <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> |
| <p><u>LACC.910.RH.1.2:</u></p> | <p>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.</p> |
| <p><u>LACC.910.RH.1.3:</u></p> | <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> |
| <p><u>LACC.910.RH.2.4:</u></p> | <p>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.</p> |
| <p><u>LACC.910.RH.2.5:</u></p> | <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> |
| <p><u>LACC.910.RH.2.6:</u></p> | <p>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.</p> |

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| <u>LACC.910.RH.3.7:</u> | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| <u>LACC.910.RH.3.8:</u> | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| <u>LACC.910.RH.3.9:</u> | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| <u>LACC.910.RH.4.10:</u> | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| <u>LACC.910.SL.1.1:</u> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| <u>LACC.910.SL.1.2:</u> | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| <u>LACC.910.SL.1.3:</u> | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |

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| <p><u>LACC.910.SL.2.4:</u></p> | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> |
| <p><u>LACC.910.SL.2.5:</u></p> | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p><u>LACC.910.WHST.1.1:</u></p> | <p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among 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. |
| <p><u>MU.912.C.2.2:</u></p> | <p>Evaluate performance quality in recorded and/or live performances.</p> |
| <p><u>LACC.910.WHST.1.2:</u></p> | <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> 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 |

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| | <p>facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> 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). |
| <p><u>LACC.910.WHST.2.4:</u></p> | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| <p><u>LACC.910.WHST.2.5:</u></p> | <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |
| <p><u>LACC.910.WHST.2.6:</u></p> | <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> |
| <p><u>LACC.910.WHST.3.7:</u></p> | <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| <p><u>LACC.910.WHST.3.8:</u></p> | <p>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.</p> |
| <p><u>LACC.910.WHST.3.9:</u></p> | <p>Draw evidence from informational texts to support analysis,</p> |

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| | reflection, and research. |
| <u>LACC.910.WHST.4.10:</u> | 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. |
| <u>MU.912.C.1.2:</u> | 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. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title |
| <u>MU.912.H.1.1:</u> | Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual |
| <u>MU.912.H.1.2:</u> | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells |
| <u>MU.912.H.2.1:</u> | Evaluate the social impact of music on specific historical periods. |
| <u>SS.912.H.1.1:</u> | 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. Remarks/Examples Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary. |
| <u>SS.912.H.1.2:</u> | 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. Remarks/Examples Examples are imperial Roman sculpture; Palace of Versailles; Picasso's Guernica; layout of Washington, DC. |

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| <p><u>SS.912.H.1.3:</u></p> | <p>Relate works in the arts to various cultures. Remarks/Examples</p> <p>Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p> |
| <p><u>SS.912.H.3.2:</u></p> | <p>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.</p> |
| <p><u>SS.912.W.4.2:</u></p> | <p>Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).</p> |
| <p><u>SS.912.W.4.4:</u></p> | <p>Identify characteristics of Renaissance humanism in works of art. Remarks/Examples</p> <p>Examples are influence of classics, School of Athens.</p> |
| <p><u>SS.912.W.4.5:</u></p> | <p>Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.</p> |
| <p><u>SS.912.W.5.4:</u></p> | <p>Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.</p> |
| <p><u>TH.912.C.1.4:</u></p> | <p>Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play. Remarks/Examples</p> <p>e.g., architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level</p> |
| <p><u>TH.912.H.1.4:</u></p> | <p>Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.</p> |
| <p><u>TH.912.H.2.1:</u></p> | <p>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.</p> |
| <p><u>TH.912.H.2.2:</u></p> | <p>Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.</p> |
| <p><u>TH.912.H.2.5:</u></p> | <p>Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.</p> |

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| <p><u>VA.912.C.1.6:</u></p> | <p>Identify rationale for aesthetic choices in recording visual media. Remarks/Examples</p> <p>e.g., two-, three-, and four-dimensional media, motion or multi-media</p> |
| <p><u>VA.912.C.1.8:</u></p> | <p>Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.</p> |
| <p><u>VA.912.C.3.2:</u></p> | <p>Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."</p> |
| <p><u>VA.912.H.1.1:</u></p> | <p>Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.</p> |
| <p><u>VA.912.H.1.3:</u></p> | <p>Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.</p> |



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Course: Aerospace Science 1- 1800300

BASIC INFORMATION

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| Course Title: | Aerospace Science 1 |
| Course Number: | 1800300 |
| Course Abbreviated Title: | AERO SCI 1 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Air Force Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.</p> <p>Special Notes: <u>Instructional Practices:</u> Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">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. |

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| | <p>5. Providing extensive text-based research and writing opportunities (claims and evidence).</p> <p><u>Additional Benchmarks Related to Career and Technical Education: (Aerospace Technologies Program):</u></p> <p>18.0 Demonstrate an understanding of the history and development of aviation and space transportation.</p> <p><u>18.01</u> Describe early attempts at flight prior to the Wright Brothers flight in 1902.</p> <p><u>18.02</u> Outline the early attempts at heavier than air powered flight.</p> <p><u>18.03</u> Describe the affect of air power on the outcome of world conflict.</p> <p><u>18.05</u> Outline the beginnings of commercial aviation.</p> <p><u>18.06</u> Identify the early research centers for aeronautics in the United States.</p> |
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STANDARDS (28)

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| <p><u>HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</u></p> | |
| <p><u>HE.912.B.6.4 :</u></p> | <p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health. Remarks/Examples</p> <hr/> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> |
| <p><u>HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></p> | |
| <p><u>HE.912.C.1.1 :</u></p> | <p>Predict how healthy behaviors can affect health status. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <hr/> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical</p> |

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| | <p>and dental screenings; regular physical activity, and workplace safety.</p> |
| <p><u>HE.912.C.1.3 :</u></p> | <p>Evaluate how environment and personal health are interrelated. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <p>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p> |
| <p><u>HE.912.C.1.4 :</u></p> | <p>Propose strategies to reduce or prevent injuries and health problems. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples</p> <p>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p> |
| <p><u>HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</u></p> | |
| <p><u>HE.912.C.2.2 :</u></p> | <p>Compare how peers influence healthy and unhealthy behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
| <p><u>HE.912.C.2.5 :</u></p> | <p>Evaluate the effect of media on personal and family health. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> |

Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.RST.2.4 :](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.1112.RST.3 Integration of Knowledge and Ideas](#)

[LACC.1112.RST.3.7 :](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.910.L.3 Vocabulary Acquisition and Use](#)

[LACC.910.L.3.4 :](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a

word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

[LACC.910.RI.2 Craft and Structure](#)

[LACC.910.RI.2.4 :](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.1 :](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and

understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.910.W.2 Production and Distribution of Writing](#)

[LACC.910.W.2.6 :](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)

[MACC.912.S-ID.1.2 :](#)

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)

[MACC.912.S-MD.2.7 :](#)

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

SS.912.A.2 Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

SS.912.A.2.1 :

Review causes and consequences of the Civil War.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/08
Belongs to: [Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.](#)

Remarks/Examples

Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.

SS.912.A.2.2 :

Assess the influence of significant people or groups on Reconstruction.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/08
Belongs to: [Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.](#)

Remarks/Examples

Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.

SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

SS.912.A.3.2 :

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/08
Belongs to: [Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

SS.912.A.3.3 :

Compare the first and second Industrial Revolutions in the United States.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/08
Belongs to: [Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

Remarks/Examples

Examples may include, but are not limited to, trade, development of new industries.

SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.

SS.912.A.4.5 :

Examine causes, course, and consequences of United States involvement in World War I.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

Remarks/Examples

Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania*, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

SS.912.A.4.7 :

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

SS.912.A.6 Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

SS.912.A.6.1 :

Examine causes, course, and consequences of World War II on the United States and the world.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

Remarks/Examples

Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.

SS.912.A.6.5 :

Explain the impact of World War II on domestic government policy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the](#)

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| | <p>post-war world.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> |
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[SS.912.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

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| <u>SS.912.C.1.1 :</u> | <p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> |
| <u>SS.912.C.1.5 :</u> | <p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> |

[SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

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| <u>SS.912.C.2.15 :</u> | <p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |
| <u>SS.912.C.2.2 :</u> | <p>Evaluate the importance of political participation and civic participation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |
| <u>SS.912.C.2.6 :</u> | <p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |

SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.

SS.912.C.3.14 :

Examine constitutional powers (expressed, implied, concurrent, reserved).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

Course: Advanced Aerospace Science- 1800340

BASIC INFORMATION

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|----------------------------------|---|
| Course Title: | Advanced Aerospace Science |
| Course Number: | 1800340 |
| Course Abbreviated Title: | ADV AERO SCI |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Air Force Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">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). <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Aerospace Technologies Program): 16.0 Demonstrate an understanding of and be able to select and use</p> |

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| | <p>transportation technologies.</p> <p><u>16.01</u> Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.</p> <p><u>16.02</u> Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.</p> <p><u>16.03</u> Discuss how transportation services and methods have led to a population that is regularly on the move.</p> <p><u>16.04</u> Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.</p> <p>41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.</p> <p><u>41.01</u> Employ leadership skills to accomplish organizational goals and objectives.</p> <p><u>41.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p><u>41.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>41.04</u> Employ mentoring skills to inspire and teach others.</p> |
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STANDARDS (20)

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| <p><u>HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</u></p> | |
| <p><u>HE.912.B.4.3 :</u></p> | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: <u>Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</u></p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |
| <p><u>HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</u></p> | |
| <p><u>HE.912.B.5.1 :</u></p> | <p>Determine the value of applying a thoughtful decision-making</p> |

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| | <p>process in health-related situations. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health. Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p> |
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[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

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| <u>HE.912.B.6.4 :</u> | <p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health. Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> |
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[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

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| <u>HE.912.C.2.2 :</u> | <p>Compare how peers influence healthy and unhealthy behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
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| <u>HE.912.C.2.5 :</u> | <p>Evaluate the effect of media on personal and family health. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer</p> |
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skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

[LACC.1112.RST.3 Integration of Knowledge and Ideas](#)

[LACC.1112.RST.3.7 :](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.1112.RST.3.8 :](#)

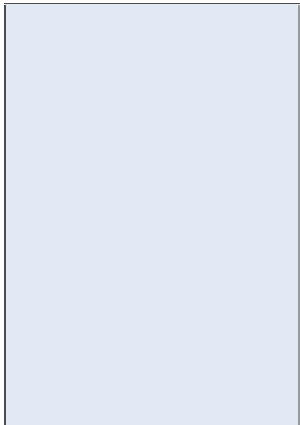
Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.1 :](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and



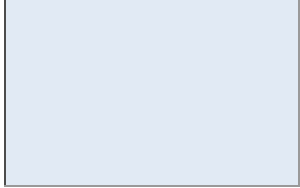
conclusions.

- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.SL.1.3 :



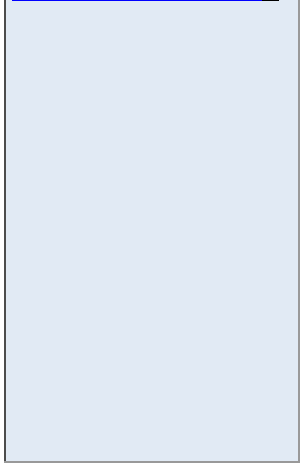
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable

MACC.912.S-ID.1.2 :



Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

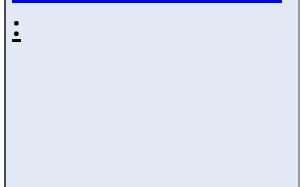
Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions

MACC.912.S-MD.2.7



Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

SS.912.A.2 Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the

American people.

SS.912.A.2.2 :

Assess the influence of significant people or groups on Reconstruction.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.](#)

Remarks/Examples

Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.

SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

SS.912.A.3.3 :

Compare the first and second Industrial Revolutions in the United States.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

Remarks/Examples

Examples may include, but are not limited to, trade, development of new industries.

SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.

SS.912.A.4.7 :

Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

SS.912.A.6 Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.

SS.912.A.6.5 :

Explain the impact of World War II on domestic government policy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

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| | <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> |
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[SS.912.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

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| <u>SS.912.C.1.1 :</u> | <p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> |
| <u>SS.912.C.1.5 :</u> | <p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> |

[SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

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| <u>SS.912.C.2.2 :</u> | <p>Evaluate the importance of political participation and civic participation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |
| <u>SS.912.C.2.6 :</u> | <p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> |

[SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.](#)

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| <u>SS.912.C.3.14 :</u> | <p>Examine constitutional powers (expressed, implied, concurrent, reserved).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> |
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Course: Aerospace Science 4: Leadership Development- 1800330

BASIC INFORMATION

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|----------------------------------|--|
| Course Title: | Aerospace Science 4: Leadership Development |
| Course Number: | 1800330 |
| Course Abbreviated Title: | AERO SCI 4:LEAD DEV |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Air Force Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.</p> <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 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 |

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| | <p>the text.</p> <p>5. Providing extensive text-based research and writing opportunities (claims and evidence).</p> <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Aerospace Technologies Program): 41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. 41.01 Employ leadership skills to accomplish organizational goals and objectives. 41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. 41.03 Conduct and participate in meetings to accomplish work tasks. 41.04 Employ mentoring skills to inspire and teach others.</p> |
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STANDARDS (21)

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| <p><u>HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</u></p> | |
| <p><u>HE.912.B.4.1 :</u></p> | <p>Explain skills needed to communicate effectively with family, peers, and others to enhance health. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. Remarks/Examples</p> <hr/> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> |
| <p><u>HE.912.B.4.3 :</u></p> | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. Remarks/Examples</p> <hr/> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |

[HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

HE.912.B.5.1 :

Determine the value of applying a thoughtful decision-making process in health-related situations.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

HE.912.B.6.4 :

Formulate an effective long-term personal health plan.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

Remarks/Examples

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

HE.912.C.2.2 :

Compare how peers influence healthy and unhealthy behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

HE.912.C.2.5 :

Evaluate the effect of media on personal and family health.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

LACC.1112.RST.2 Craft and Structure

LACC.1112.RST.2.4 :

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.1112.RST.3 Integration of Knowledge and Ideas

LACC.1112.RST.3.7 :

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

LACC.910.L.3 Vocabulary Acquisition and Use

LACC.910.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

[LACC.910.RI.2 Craft and Structure](#)

[LACC.910.RI.2.4 :](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.1 :](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the

discussion; and clarify, verify, or challenge ideas and conclusions.

- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.910.W.2 Production and Distribution of Writing

LACC.910.W.2.6 :

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable

MACC.912.S-ID.1.2 :

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions

MACC.912.S-MD.2.7

Analyze decisions and strategies using probability concepts (e.g.,

:

product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

[SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

[SS.912.G.1.1 :](#)

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

[SS.912.G.1.3 :](#)

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

[SS.912.G.1.4 :](#)

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

Remarks/Examples

Examples are thematic, contour, and dot-density.

[SS.912.G.4 Understand the characteristics, distribution, and migration of human populations.](#)

[SS.912.G.4.2 :](#)

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the characteristics, distribution, and migration of human populations.](#)

[SS.912.G.4.3 :](#)

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the characteristics, distribution, and migration of human](#)

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| | populations. |
| <u>SS.912.G.4.9 :</u> | <p>Use political maps to describe the change in boundaries and governments within continents over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> |
| <u>SS.912.G.5 Understand how human actions can impact the environment.</u> | |
| <u>SS.912.G.5.2 :</u> | <p>Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how human actions can impact the environment.</p> |

Course: Army: Leadership Education and Training 1- 1801300

BASIC INFORMATION

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| Course Title: | Army: Leadership Education and Training 1 |
| Course Number: | 1801300 |
| Course Abbreviated Title: | AR LEAD ED/TRAIN 1 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Army Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.</p> <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps</p> |

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| | <p>student learning:</p> <ul style="list-style-type: none"> • Reading assignments from longer text passages as well as shorter ones when text is extremely complex. • Making close reading and rereading of texts central to lessons. • Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. • Requiring students to support answers with evidence from the text. • Providing extensive text-based research and writing opportunities (claims and evidence). <p><u>Additional Benchmarks Related to Career and Technical Education</u></p> <p>(Principles of Public Service Program): 04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives</p> <p><u>04.01</u> Employ leadership skills to accomplish organizational goals and objectives.</p> <p><u>04.02</u> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p><u>04.03</u> Conduct and participate in meetings to accomplish work tasks.</p> <p><u>04.04</u> Employ mentoring skills to inspire and teach others.</p> <p><u>04.05</u> Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p><u>04.06</u> Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p><u>04.07</u> Identify and document workplace performance goals and monitor progress toward those goals.</p> <p><u>04.08</u> Conduct technical research to gather information necessary for decision-making.</p> |
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STANDARDS (31)

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| <p><u>HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</u></p> | |
| <p><u>HE.912.B.6.4 :</u></p> | <p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health. Remarks/Examples</p> |

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

[HE.912.C.1.1 :](#)

Predict how healthy behaviors can affect health status.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

[HE.912.C.1.3 :](#)

Evaluate how environment and personal health are interrelated.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

[HE.912.C.1.4 :](#)

Propose strategies to reduce or prevent injuries and health problems.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

HE.912.C.2.2 :

Compare how peers influence healthy and unhealthy behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

HE.912.C.2.5 :

Evaluate the effect of media on personal and family health.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

LACC.1112.RST.2 Craft and Structure

LACC.1112.RST.2.4 :

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1112.RST.3 Integration of Knowledge and Ideas

LACC.1112.RST.3.7 :

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.910.L.3 Vocabulary Acquisition and Use

LACC.910.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

LACC.910.RI.2 Craft and Structure

LACC.910.RI.2.4 :

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.1 :

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

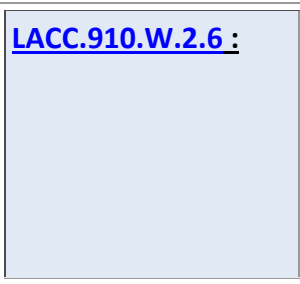


referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Comprehension and Collaboration](#)

[LACC.910.W.2 Production and Distribution of Writing](#)

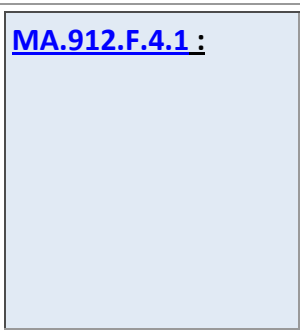


[LACC.910.W.2.6 :](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Production and Distribution of Writing](#)

[MA.912.F.4 Individual Financial Planning](#)



[MA.912.F.4.1 :](#)

Develop personal budgets that fit within various income brackets.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Individual Financial Planning](#)

Remarks/Examples

Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for

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| | <p>savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p> |
| <p><u>MA.912.F.4.4 :</u></p> | <p>Establish a plan to pay off debt. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: Individual Financial Planning Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p> |
| <p><u>MA.912.F.4.8 :</u></p> | <p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Individual Financial Planning Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p> |
| <p><u>MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable</u></p> | |
| <p><u>MACC.912.S-ID.1.2 :</u></p> | <p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Summarize, represent, and interpret data on a single count or measurement variable Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data</p> |

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| | <p>distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> |
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[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)

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| <p><u>MACC.912.S-MD.2.7</u> :</p> | <p>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Use probability to evaluate outcomes of decisions</p> |
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[PE.912.L.3 Participate regularly in physical activity.](#)

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| <p><u>PE.912.L.3.2</u> :</p> | <p>Participate in a variety of activities that promote the health-related components of fitness.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p> <p>Remarks/Examples</p> |
| | <p>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p> |

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| <p><u>PE.912.L.3.3</u> :</p> | <p>Identify a variety of activities that promote effective stress management.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p> |
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| <p><u>PE.912.L.3.6</u> :</p> | <p>Identify risks and safety factors that may affect physical activity throughout life.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Participate regularly in physical activity.</p> |
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[PE.912.L.4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.](#)

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| <p><u>PE.912.L.4.1</u> :</p> | <p>Design a personal fitness program.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</p> <p>Remarks/Examples</p> |
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| | <p>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p> |
| <p><u>PE.912.L.4.4 :</u></p> | <p>Use available technology to assess, design and evaluate a personal fitness program. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: <u>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</u></p> |
| <p><u>PE.912.L.4.7 :</u></p> | <p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: <u>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</u></p> |
| <p><u>SS.912.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p> | |
| <p><u>SS.912.C.1.1 :</u></p> | <p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p> |
| <p><u>SS.912.C.1.5 :</u></p> | <p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p> |
| <p><u>SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</u></p> | |
| <p><u>SS.912.C.2.1 :</u></p> | <p>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</u></p> |
| <p><u>SS.912.C.2.15 :</u></p> | <p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> |

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| | <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> | | |
| <p><u>SS.912.C.2.2 :</u></p> | <p>Evaluate the importance of political participation and civic participation. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> | | |
| <p><u>SS.912.C.2.6 :</u></p> | <p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> | | |
| <p><u>SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.</u></p> | | | |
| <p><u>SS.912.C.3.14 :</u></p> | <p>Examine constitutional powers (expressed, implied, concurrent, reserved). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> | | |
| <p><u>SS.912.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information.</u></p> | | | |
| <p><u>SS.912.G.1.4 :</u></p> | <p>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Remarks/Examples</p> <table border="1" data-bbox="521 1545 1403 1650"> <tr> <td>Examples are thematic, contour, and dot-density.</td> </tr> <tr> <td> </td> </tr> </table> | Examples are thematic, contour, and dot-density. | |
| Examples are thematic, contour, and dot-density. | | | |
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Course: Aerospace Science 4: Transportation-1800350

BASIC INFORMATION

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| Course Title: | Aerospace Science 4:Transportation |
| Course Number: | 1800350 |
| Course Abbreviated Title: | AERO SCI 4:TRANSP |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Air Force Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop the necessary foundations for understanding the policies of the United States and the organizations of the United State Air Force. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.</p> <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to lessons.3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. |

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

16.0 Demonstrate an understanding of and be able to select and use transportation technologies.

16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.

16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.

16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.

16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

STANDARDS (28)

[HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

[HE.912.B.4.1 :](#)

Explain skills needed to communicate effectively with family, peers, and others to enhance health.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Interpersonal Communication - Demonstrate the ability to use](#)

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| | <p>interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p> |
| <p>HE.912.B.4.3 :</p> | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |

[HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

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| <p>HE.912.B.5.1 :</p> | <p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p> |
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[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

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| <p>HE.912.B.6.4 :</p> | <p>Formulate an effective long-term personal health plan.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits,</p> |
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| | improved physical fitness, and individual responsibilities for protecting health. |
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[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

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| <u>HE.912.C.2.2 :</u> | <p>Compare how peers influence healthy and unhealthy behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Remarks/Examples</p> <p>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> |
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| <u>HE.912.C.2.5 :</u> | <p>Evaluate the effect of media on personal and family health. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> |
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[LACC.1112.RST.2 Craft and Structure](#)

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| <u>LACC.1112.RST.2.4 :</u> | <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Craft and Structure</p> |
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[LACC.1112.RST.3 Integration of Knowledge and Ideas](#)

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| <u>LACC.1112.RST.3.7 :</u> | Integrate and evaluate multiple sources of information presented |
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in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Integration of Knowledge and Ideas](#)

[LACC.910.L.3 Vocabulary Acquisition and Use](#)

[LACC.910.L.3.4 :](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

[LACC.910.RI.2 Craft and Structure](#)

[LACC.910.RI.2.4 :](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

LACC.910.SL.1.1 :

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.910.W.2 Production and Distribution of Writing

LACC.910.W.2.6 :

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable

MACC.912.S-ID.1.2 :

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions

MACC.912.S-MD.2.7 :

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

SS.912.A.2 Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

SS.912.A.2.1 :

Review causes and consequences of the Civil War.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.](#)

Remarks/Examples

Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.

SS.912.A.2.2 :

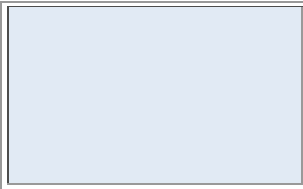
Assess the influence of significant people or groups on Reconstruction.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.](#)

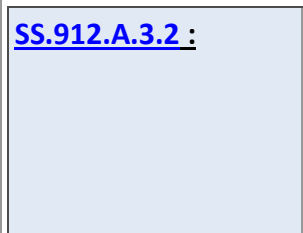
Remarks/Examples

Examples may include, but are not limited to, Andrew Johnson,



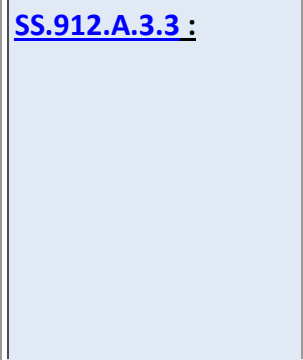
Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.

[SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)



[SS.912.A.3.2 :](#)

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/08
 Belongs to: [Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)



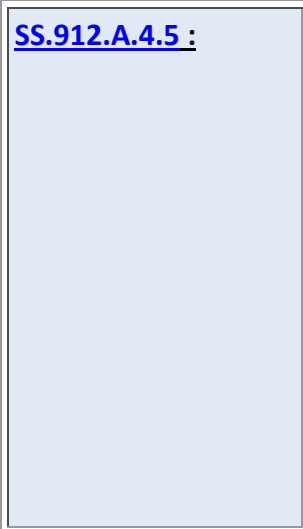
[SS.912.A.3.3 :](#)

Compare the first and second Industrial Revolutions in the United States.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/08
 Belongs to: [Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.](#)

Remarks/Examples

Examples may include, but are not limited to, trade, development of new industries.

[SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)



[SS.912.A.4.5 :](#)

Examine causes, course, and consequences of United States involvement in World War I.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/08
 Belongs to: [Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

Remarks/Examples

Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the *Lusitania*, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

[CC.912.A.4.7.](#)

Examine the impact of airplanes, battleships, new weaponry and

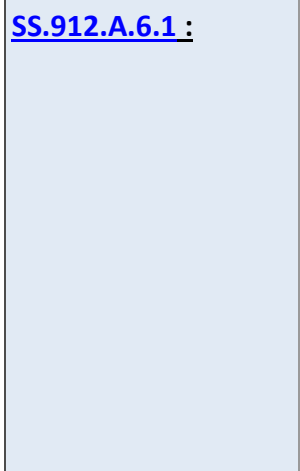


chemical warfare in creating new war strategies (trench warfare, convoys).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.](#)

[SS.912.A.6 Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)



[SS.912.A.6.1 :](#)

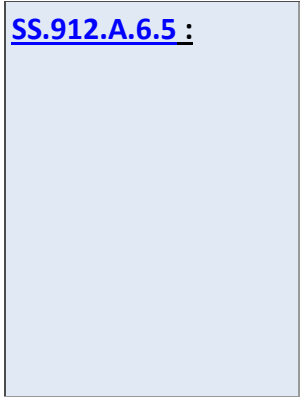
Examine causes, course, and consequences of World War II on the United States and the world.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

Remarks/Examples

Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.



[SS.912.A.6.5 :](#)

Explain the impact of World War II on domestic government policy.

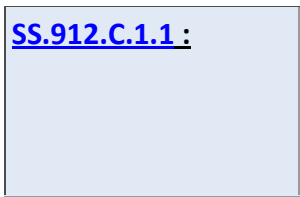
Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

Remarks/Examples

Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.

[SS.912.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

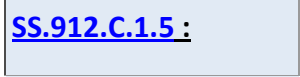


[SS.912.C.1.1 :](#)

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)



[SS.912.C.1.5 :](#)

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation

of powers, republicanism, democracy, and federalism.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.2.15 :

Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.2.2 :

Evaluate the importance of political participation and civic participation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.2.6 :

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.

SS.912.C.3.14 :

Examine constitutional powers (expressed, implied, concurrent, reserved).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

Course: Aerospace Science 4- 1800360

BASIC INFORMATION

| | |
|----------------------------------|--|
| Course Title: | Aerospace Science 4 |
| Course Number: | 1800360 |
| Course Abbreviated Title: | AERO SCI 4 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Air Force Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop advanced, in-depth knowledge of aerospace topics. Students develop the foundation for receiving a private pilot license. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.</p> <p>Instructional Practices:</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to lessons.3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.4. Requiring students to support answers with evidence from the text. |

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional benchmarks related to Career and Adult Education

(Aerospace Technologies Program)

20.0 Describe and demonstrate an understanding of the principles of flight.

20.01 Define terminology associated with flight and flight principles.

20.02 Identify the structural components of aircraft.

20.03 Construct and test flying models of lighter-than-air craft.

20.04 Demonstrate an understanding of a powered aircraft and the use of control surfaces to control flight characteristics of pitch, yaw and roll.

20.05 Demonstrate an understanding of rocketry design and systems.

20.06 Develop and construct models to test flight characteristics of powered aircraft.

20.07 Explain the application of Newton's laws to flight and rocketry.

32.0 Demonstrate an understanding of career opportunities and requirements in the field of aerospace technologies.

32.01 Discuss individual interests related to a career in Aerospace Technologies.

32.02 Explore career opportunities related to Aerospace Technologies.

32.03 Explore secondary education opportunities related to Aerospace Technologies. Additional benchmarks related to Career and Adult Education (Aerospace Technologies Program)

20.0 Describe and demonstrate an understanding of the principles of flight.

20.01 Define terminology associated with flight and flight principles.

20.02 Identify the structural components of aircraft.

20.03 Construct and test flying models of lighter-than-air craft.

20.04 Demonstrate an understanding of a powered aircraft and the use of control surfaces to control flight characteristics of pitch, yaw and roll.

20.05 Demonstrate an understanding of rocketry design and systems.

20.06 Develop and construct models to test flight characteristics of powered aircraft.

20.07 Explain the application of Newton's laws to flight and rocketry.

32.0 Demonstrate an understanding of career opportunities and

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| | <p>requirements in the field of aerospace technologies.</p> <p><u>32.01</u> Discuss individual interests related to a career in Aerospace Technologies.</p> <p><u>32.02</u> Explore career opportunities related to Aerospace Technologies. Additional benchmarks related to Career and Adult Education (Aerospace Technologies Program)</p> <p>20.0 Describe and demonstrate an understanding of the principles of flight.</p> <p><u>20.01</u> Define terminology associated with flight and flight principles.</p> <p><u>20.02</u> Identify the structural components of aircraft.</p> <p><u>20.03</u> Construct and test flying models of lighter-than-air craft.</p> <p><u>20.04</u> Demonstrate an understanding of a powered aircraft and the use of control surfaces to control flight characteristics of pitch, yaw and roll.</p> <p><u>20.05</u> Demonstrate an understanding of rocketry design and systems.</p> <p><u>20.06</u> Develop and construct models to test flight characteristics of powered aircraft.</p> <p><u>20.07</u> Explain the application of Newton's laws to flight and rocketry.</p> <p>32.0 Demonstrate an understanding of career opportunities and requirements in the field of aerospace technologies.</p> <p><u>32.01</u> Discuss individual interests related to a career in Aerospace Technologies.</p> <p><u>32.02</u> Explore career opportunities related to Aerospace Technologies.</p> <p><u>32.03</u> Explore secondary education opportunities related to Aerospace Technologies.</p> |
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STANDARDS (25)

| | |
|---|--|
| <p><u>HE.912.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</u></p> | |
| <p><u>HE.912.B.4.1 :</u></p> | <p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal</p> |

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| | <p>experiences, writing letters, persuasive speech, and assertive communication.</p> |
| <p><u>HE.912.B.4.3 :</u></p> | <p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. Remarks/Examples Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p> |
| <p><u>HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</u></p> | |
| <p><u>HE.912.B.5.1 :</u></p> | <p>Determine the value of applying a thoughtful decision-making process in health-related situations. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health. Remarks/Examples Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p> |
| <p><u>HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</u></p> | |
| <p><u>HE.912.B.6.4 :</u></p> | <p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health. Remarks/Examples Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> |

[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

[HE.912.C.2.2 :](#)

Compare how peers influence healthy and unhealthy behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

[HE.912.C.2.5 :](#)

Evaluate the effect of media on personal and family health.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

[LACC.1112.RST.2 Craft and Structure](#)

[LACC.1112.RST.2.4 :](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.1112.RST.3 Integration of Knowledge and Ideas](#)

[LACC.1112.RST.3.7 :](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.910.L.3 Vocabulary Acquisition and Use

LACC.910.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

LACC.910.RI.2 Craft and Structure

LACC.910.RI.2.4 :

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.1 :

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Comprehension and Collaboration](#)

[LACC.910.W.2 Production and Distribution of Writing](#)

[LACC.910.W.2.6 :](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

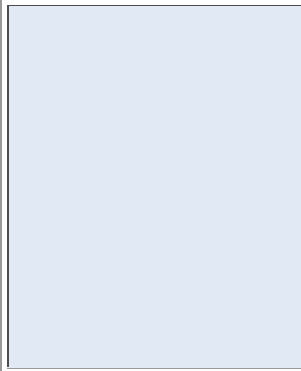
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Production and Distribution of Writing](#)

[MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable](#)

[MACC.912.S-ID.1.2 :](#)

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

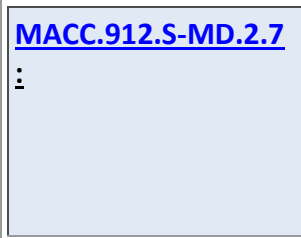


Adopted or Revised: 12/10
 Belongs to: [Summarize, represent, and interpret data on a single count or measurement variable](#)

Remarks/Examples

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)

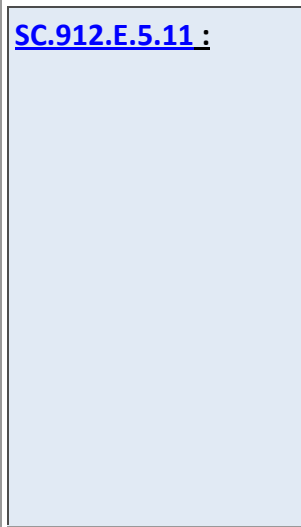


Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

[SC.912.E.5 Earth in Space and Time](#)



Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.

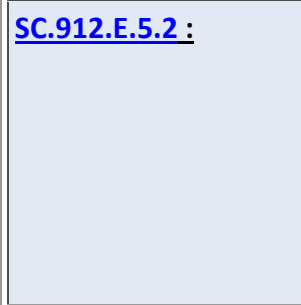
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

Remarks/Examples

Determine which units of measurement are appropriate to describe distance (e.g. astronomical units, parallax, and light years).

CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and MACC.K12.MP.6: Attend to precision.



Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.

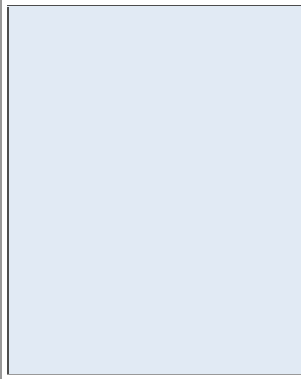
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Earth in Space and Time](#)

Remarks/Examples

Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and

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| | <p>the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.</p> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p> |
| <p><u>SC.912.E.5.4 :</u></p> | <p>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time Remarks/Examples</p> <p>Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.</p> |
| <p><u>SC.912.E.5.6 :</u></p> | <p>Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time Remarks/Examples</p> <p>Explain that Kepler's laws determine the orbits of objects in the solar system and recognize that Kepler's laws are a direct consequence of Newton's Law of Universal Gravitation and Laws of Motion.</p> |
| <p><u>SC.912.E.7 Earth Systems and Patterns</u></p> | |
| <p><u>SC.912.E.7.3 :</u></p> | <p>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date</p> |



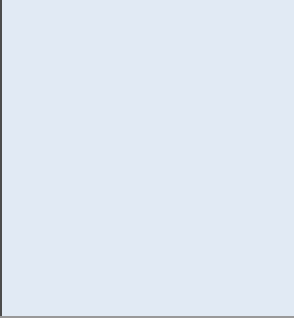
Adopted or Revised: 02/08
Belongs to: [Earth Systems and Patterns](#)

Remarks/Examples

Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.

[SC.912.L.15 Diversity and Evolution of Living Organisms](#)

[SC.912.L.15.6 :](#)



Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

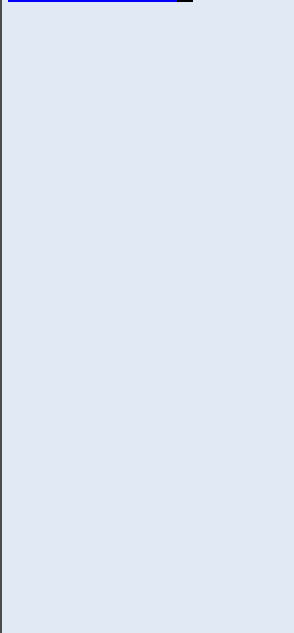
Belongs to: [Diversity and Evolution of Living Organisms](#)

Remarks/Examples

Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4; SC.912.L.15.5; SC.912.N.1.3; and SC.912.N.1.6.

[SC.912.N.4 Science and Society](#)

[SC.912.N.4.2 :](#)



Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Science and Society](#)

Remarks/Examples

Identify examples of technologies, objects, and processes that have been modified to advance society, and explain why and how they were modified. Discuss ethics in scientific research to advance society (e.g. global climate change, historical development of medicine and medical practices).

CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them, and MACC.K12.MP.2: Reason abstractly and quantitatively.

SC.912.P.10 Energy

SC.912.P.10.1 :

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Energy](#)

Remarks/Examples

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs; Light to heat in laser drills; Electrical to sound in radios; Sound to electrical in microphones; Electrical to chemical in battery rechargers; Chemical to electrical in dry cells; Mechanical to electrical in generators [power plants]; Nuclear to heat in nuclear reactors; Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

SC.912.P.10.16 :

Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Energy](#)

Remarks/Examples

Explain that moving electric charges produce magnetic forces and moving magnets produce electric forces. Recognize the Lorentz force is the force on a point charge due to electromagnetic fields and occurs in many devices, including mass spectrometers.

SC.912.P.12 Motion

SC.912.P.12.4 :

Describe how the gravitational force between two objects depends on their masses and the distance between them.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Motion](#)

Remarks/Examples

Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.

SC.912.P.12.5 :

Apply the law of conservation of linear momentum to interactions, such as collisions between objects.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Motion](#)

Remarks/Examples

(e.g. elastic and completely inelastic collisions).

Course: Aerospace Science 3- 1800320

BASIC INFORMATION

| | |
|----------------------------------|---|
| Course Title: | Aerospace Science 3 |
| Course Number: | 1800320 |
| Course Abbreviated Title: | AERO SCI 3 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Air Force Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for postsecondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies.</p> <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to lessons.3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.4. Requiring students to support answers with evidence from |

the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education (Aerospace Technologies Program):

18.0 Demonstrate an understanding of the history and development of aviation and space transportation.

18.08 Outline the development of space exploration.

18.09 Describe the role of NACA and NASA in the development of aeronautics and space exploration.

18.10 Prepare a forecast of aerospace developments, and interplanetary space travel.

19.0 Describe the aviation/aerospace environment.

19.06 Utilize astronomical principles, and technology to study the solar systems.

19.08 Define interplanetary space.

19.10 Describe interstellar and intergalactic space.

27.0 Explore the role of civilian spacecraft in the exploration and colonization of space.

27.01 Participate in the development of a study for a model of manned interplanetary space travel.

27.03 Develop a plan for flight crew training for a manned space flight.

27.05 Develop plans, models, and a visual presentation of a manned space flight to a distant planet in the solar system.

STANDARDS (31)

[HE.912.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.912.B.5.1 :](#)

Determine the value of applying a thoughtful decision-making process in health-related situations.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

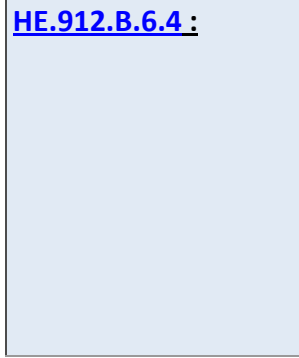
Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples



Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)



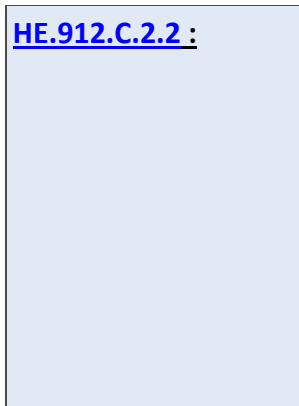
HE.912.B.6.4 :

Formulate an effective long-term personal health plan.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

Remarks/Examples

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

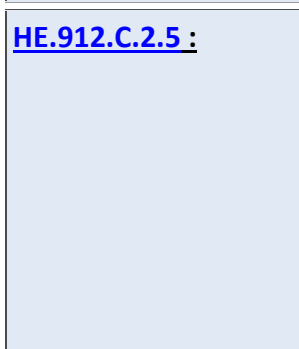


HE.912.C.2.2 :

Compare how peers influence healthy and unhealthy behaviors.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.



HE.912.C.2.5 :

Evaluate the effect of media on personal and family health.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to

identify promotion of unhealthy stereotypes, and normalization of violence.

LACC.1112.RST.2 Craft and Structure

LACC.1112.RST.2.4 :

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1112.RST.3 Integration of Knowledge and Ideas

LACC.1112.RST.3.7 :

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.910.L.3 Vocabulary Acquisition and Use

LACC.910.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Vocabulary Acquisition and Use](#)

[LACC.910.RI.2 Craft and Structure](#)

[LACC.910.RI.2.4 :](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

[SC.912.E.5 Earth in Space and Time](#)

[SC.912.E.5.2 :](#)

Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: [Earth in Space and Time](#)

Remarks/Examples

Identify patterns that influence the formation, hierarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.

CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.

[SC.912.E.5.11 :](#)

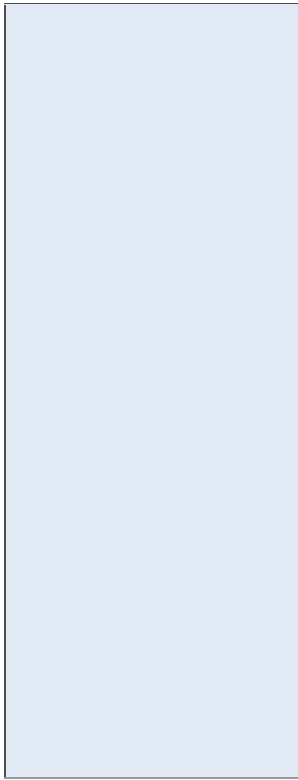
Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: [Earth in Space and Time](#)

Remarks/Examples

Determine which units of measurement are appropriate to

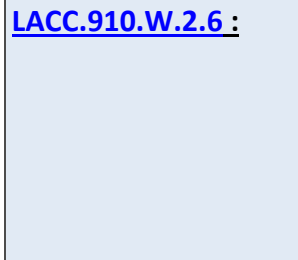
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| | <p>describe distance (e.g. astronomical units, parallax, and light years).</p> <p>CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and MACC.K12.MP.6: Attend to precision.</p> |
| <p><u>SC.912.E.5.4 :</u></p> | <p>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: <u>Earth in Space and Time</u> Remarks/Examples</p> <p>Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.</p> |
| <p><u>SC.912.E.5.6 :</u></p> | <p>Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: <u>Earth in Space and Time</u> Remarks/Examples</p> <p>Explain that Kepler's laws determine the orbits of objects in the solar system and recognize that Kepler's laws are a direct consequence of Newton's Law of Universal Gravitation and Laws of Motion.</p> |
| <p><u>LACC.910.SL.1 Comprehension and Collaboration</u></p> | |
| <p><u>LACC.910.SL.1.1 :</u></p> | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned</p> |



- exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

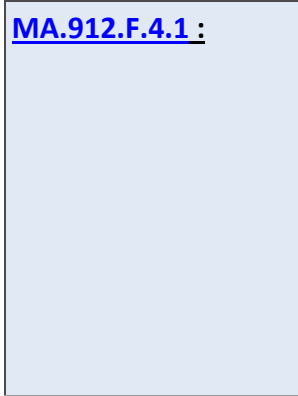
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Comprehension and Collaboration](#)

[LACC.910.W.2 Production and Distribution of Writing](#)



[LACC.910.W.2.6](#) : Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
 Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
 Belongs to: [Production and Distribution of Writing](#)

[MA.912.F.4 Individual Financial Planning](#)



[MA.912.F.4.1](#) : Develop personal budgets that fit within various income brackets.
 Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
 Belongs to: [Individual Financial Planning](#)
 Remarks/Examples

Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements

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| | <p>of your budget.</p> |
| <p><u>MA.912.F.4.4 :</u></p> | <p>Establish a plan to pay off debt. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: Individual Financial Planning Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p> |
| <p><u>MA.912.F.4.8 :</u></p> | <p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Individual Financial Planning Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p> |
| <p><u>MACC.912.S-ID.1 Summarize, represent, and interpret data on a single count or measurement variable</u></p> | |
| <p><u>MACC.912.S-ID.1.2 :</u></p> | <p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Summarize, represent, and interpret data on a single count or measurement variable Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of</p> |

the distribution or the existence of extreme data points.

[MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions](#)

[MACC.912.S-MD.2.7](#)

:

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

[SC.912.E.7 Earth Systems and Patterns](#)

[SC.912.E.7.3](#) :

Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Earth Systems and Patterns](#)

Remarks/Examples

Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.

[SC.912.L.15 Diversity and Evolution of Living Organisms](#)

[SC.912.L.15.6](#) :

Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Diversity and Evolution of Living Organisms](#)

Remarks/Examples

Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4; SC.912.L.15.5; SC.912.N.1.3; and SC.912.N.1.6.

[SC.912.N.4 Science and Society](#)

SC.912.N.4.2 :

Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Science and Society](#)

Remarks/Examples

Identify examples of technologies, objects, and processes that have been modified to advance society, and explain why and how they were modified. Discuss ethics in scientific research to advance society (e.g. global climate change, historical development of medicine and medical practices).

CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them, and MACC.K12.MP.2: Reason abstractly and quantitatively.

SC.912.P.10 Energy

SC.912.P.10.1 :

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Energy](#)

Remarks/Examples

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs; Light to heat in laser drills; Electrical to sound in radios; Sound to electrical in microphones; Electrical to chemical in battery rechargers; Chemical to electrical in dry cells; Mechanical to electrical in generators [power plants]; Nuclear to heat in nuclear reactors; Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

SC.912.P.10.16 :

Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Energy](#)

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| | <p>Remarks/Examples</p> <p>Explain that moving electric charges produce magnetic forces and moving magnets produce electric forces. Recognize the Lorentz force is the force on a point charge due to electromagnetic fields and occurs in many devices, including mass spectrometers.</p> |
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[SC.912.P.12 Motion](#)

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| <u>SC.912.P.12.4 :</u> | <p>Describe how the gravitational force between two objects depends on their masses and the distance between them.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Motion</p> <p>Remarks/Examples</p> <p>Describe Newton’s law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.</p> |
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| <u>SC.912.P.12.5 :</u> | <p>Apply the law of conservation of linear momentum to interactions, such as collisions between objects.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Motion</p> <p>Remarks/Examples</p> <p>(e.g. elastic and completely inelastic collisions).</p> |
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[SS.912.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.](#)

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| <u>SS.912.E.2.11 :</u> | <p>Assess the economic impact of negative and positive externalities on the local, state, and national environment.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Remarks/Examples</p> <p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p> |
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| <u>SS.912.E.2.7 :</u> | <p>Identify the impact of inflation on society.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> |
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Belongs to: [Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.](#)

SS.912.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.912.E.3.1 :

Demonstrate the impact of inflation on world economies.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.](#)

Remarks/Examples

Examples are oil prices, 1973 oil crisis, Great Depression, World War II.

SS.912.E.3.4 :

Assess the economic impact of negative and positive externalities on the international environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.](#)

Remarks/Examples

Examples of negative are pollution, global warming.
Examples of positive are pure water, better air quality.

SS.912.E.3.5 :

Compare the current United States economy with other developed and developing nations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.](#)

Remarks/Examples

Examples are standard of living, exchange rates, productivity, gross domestic product.

Course: Aerospace Science 2- 1800310

BASIC INFORMATION

| | |
|----------------------------------|--|
| Course Title: | Aerospace Science 2 |
| Course Number: | 1800310 |
| Course Abbreviated Title: | AERO SCI 2 |
| Course Path: | Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: ROTC and Military Training SubSubject: Air Force Jr ROTC |
| Number of Credits: | One credit (1) |
| Course length: | Year (Y) |
| Course Level: | 2 |
| Status: | Draft - Board Approval Pending |
| General Notes: | <p>The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.</p> <p><u>Instructional Practices:</u></p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to lessons.3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.4. Requiring students to support answers with evidence from |

the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education (Aerospace Technologies Program):

19.0 Describe the aviation/aerospace environment.

19.01 Identify atmospheric regions and elements.

19.03 Describe and identify the elements of the atmosphere in motion.

19.04 Explain the role weather forecasting has as it relates to Aerospace Technologies.

19.09 Describe the physical properties of interplanetary space including the structure, formation, forces, and bodies.

20.0 Describe and demonstrate an understanding of the principles of flight.

20.01 Define terminology associated with flight and flight principles.;

20.02 Identify the structural components of aircraft.

20.06 Develop and construct models to test flight characteristics of powered aircraft.

26.0 Describe and demonstrate principles of navigation.

26.01 Describe navigation principles as they relate to aeronautical travel.

26.02 Demonstrate an ability to read and use an aeronautical navigational chart.

26.03 Examine navigational technologies and systems as they relate to aeronautical systems.

STANDARDS (30)

[HE.912.B.6 Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

[HE.912.B.6.4 :](#)

Formulate an effective long-term personal health plan.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.](#)

Remarks/Examples

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[HE.912.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

[HE.912.C.1.1 :](#)

Predict how healthy behaviors can affect health status.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

[HE.912.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

[HE.912.C.2.2 :](#)

Compare how peers influence healthy and unhealthy behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

[HE.912.C.2.5 :](#)

Evaluate the effect of media on personal and family health.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to

identify promotion of unhealthy stereotypes, and normalization of violence.

LACC.1112.RST.2 Craft and Structure

LACC.1112.RST.2.4 :

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.910.L.3 Vocabulary Acquisition and Use

LACC.910.L.3.4 :

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

LACC.910.RI.2 Craft and Structure

LACC.910.RI.2.4 :

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning

and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.910.SL.1 Comprehension and Collaboration](#)

[LACC.910.SL.1.1 :](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.910.W.2 Production and Distribution of Writing](#)

[LACC.910.W.2.6 :](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display



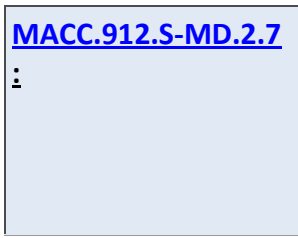
information flexibly and dynamically.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

MACC.912.S-MD.2 Use probability to evaluate outcomes of decisions



MACC.912.S-MD.2.7

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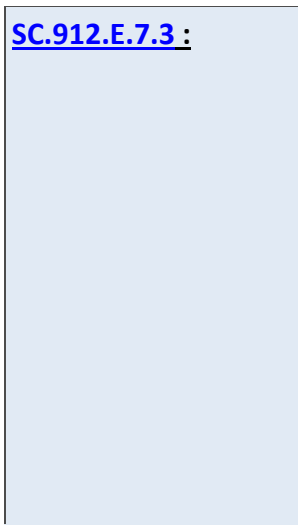
Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Use probability to evaluate outcomes of decisions](#)

SC.912.E.7 Earth Systems and Patterns



SC.912.E.7.3 :

Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.

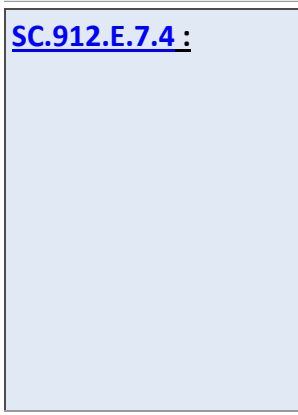
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Earth Systems and Patterns](#)

Remarks/Examples

Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.



SC.912.E.7.4 :

Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.

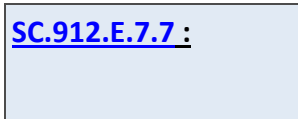
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Earth Systems and Patterns](#)

Remarks/Examples

Describe how latitude, altitude, topography, prevailing winds, proximity to large bodies of water, vegetation and ocean currents determine the climate of a geographic area.



SC.912.E.7.7 :

Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.

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| | <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns Remarks/Examples</p> |
| | <p>Explain the possible natural (e.g. increased global temperature, wildfires, volcanic dust) and anthropogenic mechanisms (e.g. air pollution, acid rain, greenhouse gases, burning of fossil fuels) and the effects of these mechanisms on global climate change.</p> |

[SC.912.L.14 Organization and Development of Living Organisms](#)

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| <p><u>SC.912.L.14.6 :</u></p> | <p>Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> |
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[SC.912.P.12 Motion](#)

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| <p><u>SC.912.P.12.2 :</u></p> | <p>Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Motion Remarks/Examples</p> |
| | <p>Solve problems involving distance, velocity, speed, and acceleration. Create and interpret graphs of 1-dimensional motion, such as position versus time, distance versus time, speed versus time, velocity versus time, and acceleration versus time where acceleration is constant.</p> <p>CCSS Connections: MACC.912.N-VM.3 (+) Solve problems involving velocity and other quantities that can be represented by vectors.</p> |

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| <p><u>SC.912.P.12.3 :</u></p> | <p>Interpret and apply Newton's three laws of motion. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Motion Remarks/Examples</p> |
| | <p>Explain that when the net force on an object is zero, no acceleration</p> |

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| | <p>occurs; thus, a moving object continues to move at a constant speed in the same direction, or, if at rest, it remains at rest (Newton's first law). Explain that when a net force is applied to an object its motion will change, or accelerate (according to Newton's second law, $F = ma$). Predict and explain how when one object exerts a force on a second object, the second object always exerts a force of equal magnitude but of opposite direction and force back on the first: $F_1 \text{ on } 2 = -F_1 \text{ on } 1$ (Newton's third law).</p> |
| <p><u>SC.912.P.12.4 :</u></p> | <p>Describe how the gravitational force between two objects depends on their masses and the distance between them. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Motion Remarks/Examples</p> <hr/> <p>Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.</p> |
| <p><u>SS.912.A.3 Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</u></p> | |
| <p><u>SS.912.A.3.2 :</u></p> | <p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> |
| <p><u>SS.912.A.3.3 :</u></p> | <p>Compare the first and second Industrial Revolutions in the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution. Remarks/Examples</p> <hr/> <p>Examples may include, but are not limited to, trade, development of new industries.</p> |
| <p><u>SS.912.A.4 Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</u></p> | |
| <p><u>SS.912.A.4.5 :</u></p> | <p>Examine causes, course, and consequences of United States</p> |

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| | <p>involvement in World War I.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p> |
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[SS.912.A.6 Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.](#)

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| <u>SS.912.A.6.1 :</u> | <p>Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p> |
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| <u>SS.912.A.6.5 :</u> | <p>Explain the impact of World War II on domestic government policy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p> |
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[SS.912.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

SS.912.C.1.1 :

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

SS.912.C.1.5 :

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the origins and purposes of government, law, and the American political system.](#)

SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.2.15 :

Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.2.2 :

Evaluate the importance of political participation and civic participation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.2.6 :

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.](#)

SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.

SS.912.C.3.14 :

Examine constitutional powers (expressed, implied, concurrent, reserved).

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the principles, functions, and organization of government.](#)

SS.912.G.1 Understand how to use maps and other geographic representations, tools, and

technology to report information.

SS.912.G.1.3 :

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

SS.912.G.1.4 :

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to use maps and other geographic representations, tools, and technology to report information.](#)

Remarks/Examples

Examples are thematic, contour, and dot-density.

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| <u>TH.912.H.1.2:</u> | Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one's perspective of the world. |
| <u>TH.912.H.2.1:</u> | 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. |
| <u>TH.912.H.2.2:</u> | Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works. |
| <u>VA.912.C.1.8:</u> | Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention. |
| <u>VA.912.C.2.8:</u> | Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities. |
| <u>VA.912.C.3.2:</u> | Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art." |
| <u>VA.912.H.1.1:</u> | Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork. |



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