Course: M/J Intensive Reading (MC)- 1000010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3746.aspx

BASIC INFORMATION

Course Title:	M/J Intensive Reading (MC)
Course Number:	1000010
Course Abbreviated Title:	M/J INTENS READ (MC)
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** Remedial
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage

	in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time. **Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts. The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade and/or instructional level. The courses should not be used in place of grade level English language arts courses and are intended to provide intervention for students who have reading deficiencies.
General Notes:	**General Notes:** The course includes, but is not limited to, the following: • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone; • analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole; • integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words; • delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence; • analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; • writing in response to reading, emulating authors' structures, word choices, styles, etc.

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

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers. The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

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

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

Achievement on standardized tests assessing reading skills is a reflection of students' confidence and competence in reading.

	Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance. **In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.**

STANDARDS (90)

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.*

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

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

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through

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

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

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

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 Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These 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.*

LA.6.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.6.1.7.5:	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;
LA.6.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.7.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.7.1.7.5:	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;
LA.7.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.8.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.8.1.7.5:	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;

LA.8.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
LACC.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LACC.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LACC.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LACC.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LACC.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LACC.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LACC.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LACC.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LACC.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LACC.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LACC.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LACC.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LACC.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LACC.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LACC.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LACC.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
LACC.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LACC.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LACC.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LACC.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LACC.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LACC.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Course: M/J Mathematics 1, Advanced-1205020

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3658.aspx

BASIC INFORMATION

Course Title:	M/J Mathematics 1, Advanced
Course Number:	1205020
Course Abbreviated Title:	M/J MATH 1 ADV
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Mathematics **SubSubject:** General Mathematics
Course length:	Year (Y)
Course Type:	Core
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	During the 2013-2014 school year, Florida will be transitioning to the Common Core State Standards for Mathematics. The content standards for M/J Mathematics 1 are based upon these new standards; however, during this transition year, students will be assessed using the FCAT 2.0 for Grade 6 aligned with the Next Generation Sunshine State Standards. For this reason, instruction should include the following NGSSS: MA.6.A.1.3, MA.6.A.3.2, MA.6.A.3.3, MA.6.A.5.1, MA.6.A.5.2, MA.6.A.5.3, MA .6.G.4.1, MA.6.G.4.2, MA.6.G.4.3, MA.6.S.6.1, MA.6.S.6.2.
General Notes:	MACC.6 In this Grade 6 Advanced Mathematics course, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number

multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very

	different set of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected. (5) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships. (6) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems. Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

STANDARDS (65)

Course: M/J Orchestra 2- 1302050

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3950.aspx

BASIC INFORMATION

Course Title:	M/J Orchestra 2
Course Number:	1302050
Course Abbreviated Title:	M/J ORCH 2
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

STANDARDS (27)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.68.S.2.1 :	Sustain focused attention, respect, and discipline during classes and performances. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

LACC.6.SL.1 Comprehension and Collaboration

LACC.6.SL.1.2 :	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.6.SL.1.3 :	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.6.SL.2.4 :	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

	Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :	Draw evidence from informational texts to support analysis reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists
MU.68.C.1.2 :	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm

MU.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.68.F.2.1 :	Describe several routes a composition or performance could travel from creator to consumer. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.2 :	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.1.1 :	Describe the functions of music from various cultures and time periods. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help

Course: M/J Instrumental Ensemble 3-1302130

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3975.aspx

BASIC INFORMATION

Course Title:	M/J Instrumental Ensemble 3
Course Number:	1302130
Course Abbreviated Title:	M/J INSTRU ENS 3
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Course: M/J Band 2 and Career Planning-1302140

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3988.aspx

BASIC INFORMATION

Course Title:	M/J Band 2 and Career Planning
Course Number:	1302140
Course Abbreviated Title:	M/J BAND 2&CAR PLAN
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
General Notes:	**Special Notes:**

	Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/. 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training. 2.0 Develop skills to locate, evaluate, and interpret career information. 3.0 Identify and demonstrate processes for making short and long term goals. 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship. 5.0 Understand the relationship between educational achievement and career choices/postsecondary options. 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals. 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals. 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

STANDARDS (23)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.68.S.2.1 :	Sustain focused attention, respect, and discipline during classes and performances. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

LACC.6.SL.1 Comprehension and Collaboration

LACC.6.SL.1.2 :	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.6.SL.1.3 :	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.6.SL.2.4 :	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :	Draw evidence from informational texts to support analysis reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2 :	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10

	Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.2 :	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.1.2 :	Identify the works of representative composers within a specific style or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.68.H.3.1 :	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples

	e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.3 :	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or

	voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for

	accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.5 :	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

STANDARDS (33)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :	Draw evidence from informational texts to support analysis reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

LACC.8.SL.1 Comprehension and Collaboration

LACC.8.SL.1.2 :	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.8.SL.1.3 :	Delineate a speaker's argument and specific claims, evaluating the

	soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.8.SL.2 Presentation of Knowledge and Ideas

LACC.8.SL.2.4 :	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists
MU.68.C.1.2 :	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10

	Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2 :	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

MU.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.68.C.3.1 :	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.68.F.2.2 :	Describe how concert attendance can financially impact a community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.1 :	Describe how studying music can enhance citizenship, leadership, and global thinking.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect
MU.68.F.3.2 :	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.1.1 :	Describe the functions of music from various cultures and time periods. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
MU.68.H.1.2 :	Identify the works of representative composers within a specific style or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
MU.68.H.1.4 :	Classify authentic stylistic features in music originating from various cultures. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.1 :	Describe the influence of historical events and periods on music composition and performance. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.68.H.3.1 :	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
MU.68.H.3.2 :	Discuss how the absence of music would affect other content areas and contexts. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.O.1.1 :	Compare performances of a musical work to identify artistic choices made by performers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10

	Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

MU.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.68.O.2.2 :	Demonstrate knowledge of major and minor tonalities through performance and composition. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the

processes of creating, interpreting, and responding to art.

MU.68.S.1.3 :	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.1 :	Perform music from memory to demonstrate knowledge of the musical structure. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

	Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., independently, collaboratively

Course: M/J Instrumental Ensemble 2-1302120

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3973.aspx

BASIC INFORMATION

Course Title:	M/J Instrumental Ensemble 2
Course Number:	1302120
Course Abbreviated Title:	M/J INSTRU ENS 2
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

STANDARDS (28)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :	Draw evidence from informational texts to support analysis reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

LACC.7.SL.1 Comprehension and Collaboration

LACC.7.SL.1.2 :	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.7.SL.1.3 :	Delineate a speaker's argument and specific claims, evaluating the

	soundness of the reasoning and the relevance and sufficiency of the evidence. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.7.SL.2 Presentation of Knowledge and Ideas

LACC.7.SL.2.4 :	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists
MU.68.C.1.2 :	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10

	Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2 :	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

MU.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.68.F.2.1 :	Describe several routes a composition or performance could travel from creator to consumer. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.1 :	Describe how studying music can enhance citizenship, leadership, and global thinking. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect

MU.68.F.3.2 :	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.1.4 :	Classify authentic stylistic features in music originating from various cultures. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.68.H.3.1 :	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
MU.68.H.3.2 :	Discuss how the absence of music would affect other content areas and contexts. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.O.1.1 :	Compare performances of a musical work to identify artistic choices made by performers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.3 :	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.1 :	Perform music from memory to demonstrate knowledge of the musical structure. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples

	e.g., basic themes, patterns, tonality, melody, harmony
MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

	Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., independently, collaboratively

explain how new directions in the arts have emerged.

MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.68.H.3.1 :	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.O.1.1 :	Compare performances of a musical work to identify artistic choices made by performers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.1 :	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., blues, rock
MU.68.S.1.3 :	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our

ability to remember, focus on, process, and sequence information.

MU.68.S.2.1 :	Perform music from memory to demonstrate knowledge of the musical structure. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples

	e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., independently, collaboratively

Course: M/J Orchestra 1- 1302040

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3946.aspx

BASIC INFORMATION

Course Title:	M/J Orchestra 1
Course Number:	1302040
Course Abbreviated Title:	M/J ORCH 1
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

STANDARDS (23)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.68.S.2.1 :	Sustain focused attention, respect, and discipline during classes and performances. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

LACC.6.SL.1 Comprehension and Collaboration

LACC.6.SL.1.2 :	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.6.SL.1.3 :	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.6.SL.2.4 :	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

	Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :	Draw evidence from informational texts to support analysis reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.2 :	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.68.H.3.1 :	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.O.1.1 :	Compare performances of a musical work to identify artistic choices made by performers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples

	e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.3 :	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.1 :	Perform music from memory to demonstrate knowledge of the musical structure. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple. then complex. skills and techniques.

	Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., independently, collaboratively

Course: M/J Instrumental Ensemble 1-1302110

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3971.aspx

BASIC INFORMATION

Course Title:	M/J Instrumental Ensemble 1
Course Number:	1302110
Course Abbreviated Title:	M/J INSTRU ENS 1
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

STANDARDS (23)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LACC.6.SL.1 Comprehension and Collaboration

LACC.6.SL.1.2 :	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.6.SL.1.3 :	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.6.SL.2.4 :	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :	Draw evidence from informational texts to support analysis reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists
MU.68.C.1.2 :	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm

MU.68.C.2.2 :	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.2 :	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.1.4 :	Classify authentic stylistic features in music originating from various cultures. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.68.H.3.1 :	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.3 :	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in

	the processes of creating, interpreting, and responding to art.
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10

	Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., independently, collaboratively

Course: M/J Instrumental Techniques 3-1302100

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3968.aspx

BASIC INFORMATION

Course Title:	M/J Instrumental Techniques 3
Course Number:	1302100
Course Abbreviated Title:	M/J INSTRU TECNQS 3
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

STANDARDS (29)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing

LACC.8.SL.1 Comprehension and Collaboration

LACC.8.SL.1.2 :	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.8.SL.1.3 :	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.8.SL.2 Presentation of Knowledge and Ideas

LACC.8.SL.2.4 :	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists
MU.68.C.1.2 :	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2 :	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.1 :	Describe how studying music can enhance citizenship, leadership, and global thinking. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.1.1 :	Describe the functions of music from various cultures and time periods. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
MU.68.H.1.2 :	Identify the works of representative composers within a specific style or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the

	worlds in which they live(d).
MU.68.H.1.4 :	Classify authentic stylistic features in music originating from various cultures. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.2 :	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.O.1.1 :	Compare performances of a musical work to identify artistic choices made by performers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

MU.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.68.O.2.2 :	Demonstrate knowledge of major and minor tonalities through performance and composition. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.1 :	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples

	e.g., blues, rock
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.1 :	Perform music from memory to demonstrate knowledge of the musical structure. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.5 :	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., independently, collaboratively

Course: M/J Instrumental Techniques 2-1302090

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3966.aspx

BASIC INFORMATION

Course Title:	M/J Instrumental Techniques 2
Course Number:	1302090
Course Abbreviated Title:	M/J INSTRU TECNQS 2
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

STANDARDS (26)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing

LACC.7.SL.1 Comprehension and Collaboration

LACC.7.SL.1.2 :	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.7.SL.1.3 :	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.7.SL.2 Presentation of Knowledge and Ideas

LACC.7.SL.2.4 :	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists
MU.68.C.1.2 :	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2 :	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.1 :	Describe how studying music can enhance citizenship, leadership, and global thinking. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.2 :	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD

MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.O.1.1 :	Compare performances of a musical work to identify artistic choices made by performers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

MU.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.68.O.2.2 :	Demonstrate knowledge of major and minor tonalities through performance and composition. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples

	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.1 :	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples
	e.g., blues, rock
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples
	e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.1 :	Perform music from memory to demonstrate knowledge of the musical structure. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples

	e.g., basic themes, patterns, tonality, melody, harmony
MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

	Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.5 :	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., independently, collaboratively

Course: M/J Instrumental Techniques 1-1302080

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3962.aspx

BASIC INFORMATION

Course Title:	M/J Instrumental Techniques 1
Course Number:	1302080
Course Abbreviated Title:	M/J INSTRU TECNQS 1
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with little or no instrumental experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

STANDARDS (22)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LACC.6.SL.1 Comprehension and Collaboration

LACC.6.SL.1.2 :	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.6.SL.1.3 :	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.6.SL.2.4 :	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists
MU.68.C.1.2 :	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples

	e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2 :	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.O.1.1 :	Compare performances of a musical work to identify artistic choices made by performers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10

	Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.1 :	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., blues, rock
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.1 :	Perform music from memory to demonstrate knowledge of the musical structure. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony

MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., error detection, interval reinforcement

MU.68.S.3.5 :	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., independently, collaboratively

Course: M/J Orchestra 4- 1302070

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3958.aspx

BASIC INFORMATION

Course Title:	M/J Orchestra 4
Course Number:	1302070
Course Abbreviated Title:	M/J ORCH 4
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous orchestral experience demonstrate advanced knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Additional opportunities for experiences in small ensembles, solo performance, and various leadership roles may be available. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

STANDARDS (44)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.68.S.2.1 :	Sustain focused attention, respect, and discipline during classes and performances. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :	Draw evidence from informational texts to support analysis reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

LACC.8.SL.1 Comprehension and Collaboration

LACC.8.SL.1.2 :	Analyze the purpose of information presented in diverse media

	and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.8.SL.1.3 :	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.8.SL.2 Presentation of Knowledge and Ideas

LACC.8.SL.2.4 :	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists
MU.68.C.1.2 :	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.1.3 :	Identify, aurally, instrumental styles and a variety of instrumental

	ensembles. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2 :	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

MU.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.68.C.3.1 :	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.68.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.68.F.1.1 :	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

MU.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.68.F.2.1 :	Describe several routes a composition or performance could travel from creator to consumer. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
MU.68.F.2.2 :	Describe how concert attendance can financially impact a community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.1 :	Describe how studying music can enhance citizenship, leadership, and global thinking. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect

MU.68.F.3.2 :	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
MU.68.F.3.3 :	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., idea, development, editing, selling, revising, testing, presenting

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.1.1 :	Describe the functions of music from various cultures and time periods. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
MU.68.H.1.2 :	Identify the works of representative composers within a specific style or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
MU.68.H.1.3 :	Describe how American music has been influenced by other cultures. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
MU.68.H.1.4 :	Classify authentic stylistic features in music originating from various cultures. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation,

	instrumentation, aural/oral traditions, drumming patterns
MU.68.H.1.5 :	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.1 :	Describe the influence of historical events and periods on music composition and performance. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
MU.68.H.2.2 :	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.68.H.3.1 :	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community:

	cultural connections and traditions, ceremonial music, sales and advertising, communication
MU.68.H.3.2 :	Discuss how the absence of music would affect other content areas and contexts. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples
	e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.O.1.1 :	Compare performances of a musical work to identify artistic choices made by performers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

MU.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.68.O.2.1 :	Create a composition, manipulating musical elements and exploring the effects of those manipulations. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. Remarks/Examples
	e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality
MU.68.O.2.2 :	Demonstrate knowledge of major and minor tonalities through

	performance and composition. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. Remarks/Examples e.g., scales; key signatures; relative major/minor; parallel major/minor

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.1 :	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., blues, rock
MU.68.S.1.3 :	Arrange a short musical piece by manipulating melody, form,

	rhythm, and/or voicing. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.1 :	Perform music from memory to demonstrate knowledge of the musical structure. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance,

	intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.5 :	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., independently, collaboratively

Course: M/J Orchestra 3- 1302060

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3955.aspx

BASIC INFORMATION

Course Title:	M/J Orchestra 3
Course Number:	1302060
Course Abbreviated Title:	M/J ORCH 3
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Music **SubSubject:** Instrumental Music
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

STANDARDS (36)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.
MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LACC.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DA.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.68.S.2.1 :	Sustain focused attention, respect, and discipline during classes and performances. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.WHST.3 Research to Build and Present Knowledge

LACC.68.WHST.3.9 :	Draw evidence from informational texts to support analysis reflection, and research. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

LACC.7.SL.1 Comprehension and Collaboration

LACC.7.SL.1.2 :	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.7.SL.1.3 :	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.7.SL.2 Presentation of Knowledge and Ideas

LACC.7.SL.2.4 :	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

MU.68.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.68.C.1.1 :	Develop strategies for listening to unfamiliar musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., listening maps, active listening, checklists
MU.68.C.1.2 :	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
MU.68.C.1.3 :	Identify, aurally, instrumental styles and a variety of instrumental ensembles. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10

	Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles

MU.68.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.68.C.2.1 :	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., intonation, balance, blend, phrasing, rhythm
MU.68.C.2.2 :	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., blend, balance, ensemble playing, sonority, technique, tone quality

MU.68.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.68.C.3.1 :	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

MU.68.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

MU.68.F.2.1 :	Describe several routes a composition or performance could travel

	from creator to consumer. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales

MU.68.F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.F.3.2 :	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.1.1 :	Describe the functions of music from various cultures and time periods. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
MU.68.H.1.2 :	Identify the works of representative composers within a specific style or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
MU.68.H.1.3 :	Describe how American music has been influenced by other cultures. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
MU.68.H.1.5 :	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.2.2 :	Analyze how technology has changed the way music is created, performed, acquired, and experienced. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., from harpsichord to piano; from phonograph to CD
MU.68.H.2.3 :	Classify the literature being studied by genre, style, and/or time period. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

MU.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

MU.68.H.3.1 :	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication

MU.68.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

MU.68.O.1.1 :	Compare performances of a musical work to identify artistic choices made by performers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, expressive

	elements; choral, orchestral, band, ensemble

MU.68.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

MU.68.O.2.2 :	Demonstrate knowledge of major and minor tonalities through performance and composition. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. Remarks/Examples
	e.g., scales; key signatures; relative major/minor; parallel major/minor

MU.68.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.O.3.1 :	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world. Remarks/Examples
	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.O.3.2 :	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

MU.68.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

MU.68.S.1.1 :	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., blues, rock
MU.68.S.1.3 :	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.4 :	Sing or play melodies by ear with support from the teacher and/or peers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., melodies using traditional classroom instruments and/or voice

MU.68.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.2.1 :	Perform music from memory to demonstrate knowledge of the musical structure. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Remarks/Examples e.g., basic themes, patterns, tonality, melody, harmony
MU.68.S.2.2 :	Transfer performance techniques from familiar to unfamiliar pieces. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.68.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

MU.68.S.3.1 :	Sing and/or play age-appropriate repertoire expressively. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
MU.68.S.3.2 :	Demonstrate proper vocal or instrumental technique. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
MU.68.S.3.3 :	Sight-read standard exercises and simple repertoire. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.4 :	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., error detection, interval reinforcement
MU.68.S.3.5 :	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
MU.68.S.3.6 :	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques. Cognitive Complexity: N/A l Date Adopted or Revised: 12/10

	Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples
	e.g., independently, collaboratively

LACC.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LACC.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LACC.68.WHST.1.1:	Write arguments focused on *discipline-specific content.*

Course: M/J Pre-Algebra, Advanced- 1205080

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse2874.aspx

BASIC INFORMATION

Course Title:	M/J Pre-Algebra, Advanced
Course Number:	1205080
Course Abbreviated Title:	M/J PRE-ALG, ADV
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Mathematics **SubSubject:** General Mathematics
Course length:	Year (Y)
Course Type:	Core
Course Level:	3
Status:	State Board Approved
General Notes:	**Special Notes:** Additional content addressed on the Grade 8 NAEP Mathematics assessment includes: • Draw or sketch from a written description polygons, circles, or semicircles. (MACC.7.G.1.2; include circles and semicircles) • Represent or describe a three-dimensional situation in a two-dimensional drawing from different views. (MACC.6.G.1.4) • Demonstrate an understanding about the two- and three-dimensional shapes in our world through identifying, drawing, modeling, building, or taking apart. (MACC.6.G.1.4, MACC.7.G.1.3, MACC.7.G.2.6) • Describe or analyze properties and relationships of parallel or intersecting lines. (MACC.8.G.1.5) • Visualize or describe the cross section of a solid. (MACC.7.G.1.3) • Represent geometric figures using

	rectangular coordinates on a plane. (MACC.6.G.1.3) • Describe how mean, median, mode, range, or interquartile ranges relate to distribution shape. (MACC.6.SP.2.5c) • Identify outliers and determine their effect on mean, median, mode, and range. (MACC.8.SP.1.1) • Using appropriate statistical measures, compare two or more data sets describing the same characteristic for two different populations for subset of the same population. (MACC.7.SP.2.3, MACC.7.SP.2.4) • Given a sample, identify possible sources of bias in sampling. (MACC.7.SP.1.1) • Distinguish between a random and nonrandom sample. (MACC.7.SP.1.1) • Evaluate the design of an experiment. (MACC.7.SP.1.2) • Determine the theoretical probability of simple and compound events in familiar contexts. (MACC.7.SP.3.8a) • Estimate the probability of simple and compound events through experimentation or simulation. (MACC.7.SP.3.8) • Use theoretical probability to evaluate or predict experimental outcomes. (MACC.7.SP.3.6, MACC.SP.3.7) • Describe relative positions of points and lines using the geometric ideas of midpoint, points on common line through a common point, parallelism, or perpendicularity. • Describe the intersection of two or more geometric figures in the plane (e.g., intersection of a circle and a line). • Make and test a geometric conjecture about regular polygons.

STANDARDS (28)

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10

	Belongs to: Craft and Structure

LACC.68.RST.3 Integration of Knowledge and Ideas

LACC.68.RST.3.7 :	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas

MA.8.A.1 BIG IDEA 1

MA.8.A.1.1 :	Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and continuous data. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 Remarks/Examples
	Example 1: Jan decided to save some money. She already had $25. She received and saved $5 on Friday each week for 8 weeks. Make a table and a graph of the money she would have each week. If she continues with this same savings plan, how much money will she have after 2 years? Is the situation in this problem continuous or discrete? The problem above is technically a discrete problem. A continuous linear function such as y=25+ 5x may be used to fit the data and to solve the problem. If the domain is integers, this is a discrete function. If the domain is all real numbers, this is a continuous function.
MA.8.A.1.2 :	Interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07

	Belongs to: BIG IDEA 1 Remarks/Examples
	Example: For the example 1in benchmark MA.8.A.1.1, graph the equation y = 5w + 25. Tell why the line "slopes up" by 5 each week. Also tell why the line crosses the y-axis at 25.
MA.8.A.1.3 :	Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 Remarks/Examples
	Example 1: A zoo has turtles (each with four legs) and pelicans (each with two legs). There were 29 animals and 78 legs. How many of each type of animal were there? Your final solution should involve principles of equality. Example 2: The students in Mr. Kemp's class ordered T-shirts for the class. They found two different quotes for the cost of the shirts. Company A charges $4 per shirt. Company B charges $75 plus $3 per shirt. 1. The class plans to order 30 shirts. Which company will be a better deal? 2. For what number of T-shirts is the cost the same for both companies? 3. Does the company you chose for question 1 always offer a better deal? Why or why not? Explain your answers. Students should be encouraged to make tables, graphs, and equations and notice the interconnectedness of these representations.
MA.8.A.1.4 :	Identify the solution to a system of linear equations using graphs. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date

	Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 Remarks/Examples
	Remarks: Students should recognize that intersecting lines yield a unique solution; parallel lines yield no solution; and coincidental lines yield an infinite number of solutions. Students may use graphing technology to make observations about the effects of slope on the solution of systems of linear equations. Example: Use a graph of the following functions to determine a solution to the system of equations. $y = 5x + 3$ $y = 3x – 9 + 2x$ Example: Jan started with $25 and saved $5 each week. Bill started at the same time with no money and saved $10 per week. Use a graph to determine if or when Bill and Jan will have the same amount of money.
MA.8.A.1.5 :	Translate among verbal, tabular, graphical, and algebraic representations of linear functions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 Remarks/Examples
	Example: Jan started with $25 and saved $5 each week. Bill started at the same time with no money and saved $10 per week. Make a table to display the data, write an equation to show the amount of money each person has each week, and graphically display the situation. Explain the relationship between different representations of the same data.
MA.8.A.1.6 :	Compare the graphs of linear and non-linear functions for real-world situations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 Remarks/Examples
	Students should understand that some situations can be modeled by a linear function and others cannot. Example: Mark had $100 and added $10 to it each year. Mandy put $100 in the bank, earned 10% interest each year on her total

	amount of money in the bank, and left the interest in the bank account. Make a table of their money for 5 years. Graph the values. Explain why one function is linear and the other one is not.

MA.8.A.4 Algebra

MA.8.A.4.1 :	Solve literal equations for a specified variable. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Algebra Remarks/Examples
	Example 1: Solve the following equation for h: A=bh Example 2: The following equation tells you how much simple interest you will earn if you invest an amount of money (P) at a specified rate (r), for a given amount of time (t): I = Prt. Solve for P.
MA.8.A.4.2 :	Solve and graph one- and two-step inequalities in one variable. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Algebra Remarks/Examples
	Example: Solve the following inequality for x: 6x-3>10 . Graph the solution set.

MA.8.A.6 Number and Operations

MA.8.A.6.1 :	Use exponents and scientific notation to write large and small numbers and vice versa and to solve problems. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Number and Operations Remarks/Examples
	Example 1: Write 3,600,000,000 in standard scientific notation. Example 2: Write 0.000 000 000 47 in standard scientific notation. Example 3: Write 6.02×10^{10} without the use of exponents.

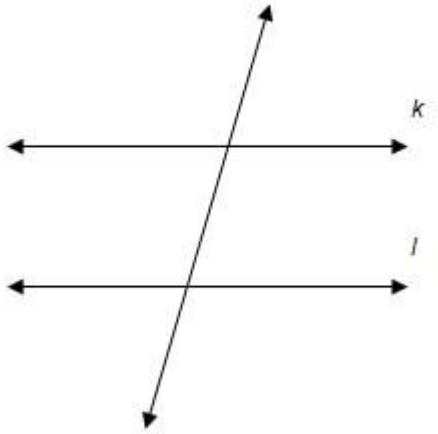
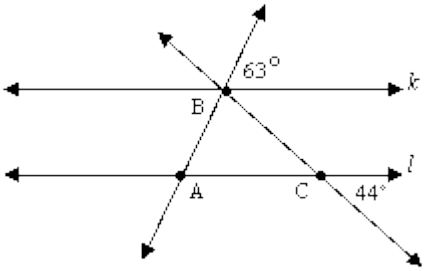
MA.8.A.6.2 :	Make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Number and Operations Remarks/Examples
	Example: The formula $t = \frac{\sqrt{h}}{4}$ represents the time (t) in seconds that it takes an object to fall from a height of h feet. If a ball is dropped from a height of 200 ft, estimate how long it will take to reach the ground.
MA.8.A.6.3 :	Simplify real number expressions using the laws of exponents. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Number and Operations Remarks/Examples
	Example 1: $3^2 \cdot 3^3 = 3 \cdot 3 \cdot 3 \cdot 3 \cdot 3 = 3^5$Example 2: Find the value of the expression $4^3 - 3^3$.Example 3: Simplify the following expression: $\frac{2^3 3^4 5^6}{4^2 3^2}$
MA.8.A.6.4 :	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Number and Operations Remarks/Examples
	Example 1: The table shows Mr. Smith's weight during the first 3 months of his diet. If he started his diet at 245 pounds, fill in the following table.

Month	1	2	3

Weight	238	229	224
Weight change			

MA.8.G.2 BIG IDEA 2

MA.8.G.2.1 :	Use similar triangles to solve problems that include height and distances. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 Remarks/Examples
	Example 1: At the same time a 10 ft flagpole casts an 8 ft shadow, a nearby tree casts a 40 ft shadow. How tall is the tree? Example 2: A 72-inch tall man casts a shadow that is 96 inches long. At the same time, a nearby crane casts a 52-foot long shadow. How tall is the crane?
MA.8.G.2.2 :	Classify and determine the measure of angles, including angles created when parallel lines are cut by transversals. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 Remarks/Examples
	Students identify congruent angles, and unique pairings of angles that can be used to determine the measure of missing angles. Example 1: Given that lines *k* and *l* are parallel, determine which angles are vertical, complementary, supplementary, and corresponding.

	 Example 2: Use a map of your town and ask students to identify vertical, complementary, supplementary, and right angles that are formed by the roads.
MA.8.G.2.3 :	Demonstrate that the sum of the angles in a triangle is 180-degrees and apply this fact to find unknown measure of angles and the sum of angles in polygons. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 Remarks/Examples
	Example 1: "Make a paper triangle and cut off regions around the vertices. Then place the vertices together, meeting at a common point, to see that they form a (approximate) straight angle." Example 2: In the following diagram, line k is parallel to line l. Use properties of angles made when parallel lines are cut by transverse lines to demonstrate that the sum of the three interior angles of a planar triangle is 180 degrees.  Example 3: Determine the sum of the internal angles of a regular hexagon. Investigate whether this sum is the same or different for

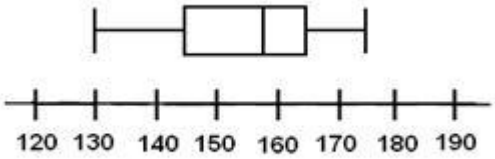
	different hexagons. Explain your findings.
MA.8.G.2.4 :	Validate and apply Pythagorean Theorem to find distances in real world situations or between points in the coordinate plane. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 Remarks/Examples
	Example 1: You are wrapping a gift for your teacher's birthday. It is a very long and skinny pencil. You want to wrap it in a box so that your teacher can not tell what shape it is. Your friend has a shoe box that measures 10 inches by 7 inches by 5 inches. The pencil is 13 inches long. Will you be able to fit the pencil into the shoe box and close the lid? Justify your answer with mathematics. Example 2: You are sailing your boat to Key West from Pensacola. Key West is 82°W and 25°N, and your boat is 84°W and 29°N. What is the distance from your boat to Key West? Assume 1° change in longitude or latitude is 70 miles. 

MA.8.G.5 Geometry and Measurement

MA.8.G.5.1 :	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement Remarks/Examples
	Example 1: Convert 25ºC to degrees Fahrenheit. Example 2: Convert 30 miles per hour to feet per second. $30\frac{miles}{hour} = X\frac{feet}{second}$ Students should not be using only formulas to do this. 1 mile = 5280 feet, and there are 3600 seconds in 1 hour. We may use these equivalencies to substitute feet for miles and seconds for hours. $30\frac{miles}{hour} = 30 \times \frac{5280\,feet}{3600\,seconds} = 44\frac{feet}{seconds}$ Another way to convert units is demonstrated here: $30\frac{miles}{hour}\left(\frac{1hour}{3600\,seconds}\right)\left(\frac{5280\,feet}{1mile}\right) = \frac{30 \times 5280\,feet}{3600\,seconds} = 44\frac{ft}{s}$

MA.8.S.3 BIG IDEA 3

MA.8.S.3.1 :	Select, organize and construct appropriate data displays, including

	box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 Remarks/Examples
	Example: Alfonso's bowling scores are 125, 142, 165, 138, 176, 102, 156, 130, and 142. Make a box-and-whiskers plot of the data. The box and whiskers plot below represents the bowling scores of Anna. Compare the bowling scores of Alfonso and Anna. Who is a better bowler? 
MA.8.S.3.2 :	Determine and describe how changes in data values impact measures of central tendency. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 Remarks/Examples
	Example: Mrs. Donohue has told her students that she will remove the lowest exam score for each student at the end of the grading period. Sara received grades of 43, 78, 84, 85, 88, 78, and 90 on her exams. What will be the different between the mean, median, and mode of her original grades and the mean, median, and mode of her five grades after Mrs. Donohue removes one grade?

MA.912.A.1 Real and Complex Number Systems

MA.912.A.1.1 :	Know equivalent forms of real numbers (including integer exponents and radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers). Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Real and Complex Number Systems Remarks/Examples
	Example: Express 5^{-2}without an exponent.
MA.912.A.1.2 :	Compare real number expressions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Real and Complex Number Systems Remarks/Examples
	Example 1: Which is greater: 2^3or $\sqrt{49}$? Example 2: Order the following numbers from the smallest to the largest: 3.2, 2.1×10^{-3}, $\sqrt{15}$, -1.

MA.912.A.3 Linear Equations and Inequalities

MA.912.A.3.1 :	Solve linear equations in one variable that include simplifying algebraic expressions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Linear Equations and Inequalities Remarks/Examples
	Example 1: Solve the following equation for x: 3(2x+5) = 10x-3+2x Example 2: Solve the following equation for m: ½m + 2(¾m-1)=¼m+6
MA.912.A.3.2 :	Identify and apply the distributive, associative, and commutative properties of real numbers and the properties of equality. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Linear Equations and Inequalities Remarks/Examples
	Example 1: Simplify the following expresion and identify the properities used in each step:

	$(6x^2-5x+1)-2(x^2+3x-4)$ Example 2: Given the following solution identify the properties used to justify each step: 3x+7=2x+1+3x 3x+7=2x + 3x+1 3x+7=5x+1 -2x=-6 x=3
MA.912.A.3.5 :	Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Linear Equations and Inequalities Remarks/Examples
	Example 1: You are selling tickets for a play that cost $3 each. You want to sell at least $50 worth. Write and solve an inequality for the minimum number of tickets you must sell. Example 2: An alloy is a metal that contains combinations of different types of metal. A manufacturing company needs to make an alloy that has nickel content between 43% and 47% (based on mass). The company already has an alloy with 50% nickel and another alloy with 40% nickel. They plan to mix them to make the alloy they need. Find the least and greatest mass (in kg) of a 50% nickel alloy that should be mixed with a 40% nickel alloy to end up with 100 kilograms of an alloy containing the required percentage of nickel.

MA.912.A.4 Polynomials

MA.912.A.4.1 :	Simplify monomials and monomial expressions using the laws of integral exponents. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Polynomials

	Remarks/Examples
	Example 1: Simplify $(3a^3)(12a^2)$ Example 2: Simplify: $\frac{15x^7}{3x^5} \quad x \neq 0$ Example 3: Simplify: $(3z^4)^3$ Example 4: Simplify: $(a^0) \quad a \neq 0$ Example 5: Simplify: $(3xy)^3$ Example 6: Simplify: $\frac{10}{x^{-4}}$ Example 7: Simplify: $(\frac{a^2b^5}{ab^2}) \quad a \neq 0, \quad b \neq 0$
MA.912.A.4.2 :	Add, subtract, and multiply polynomials. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Polynomials Remarks/Examples
	Example 1: $(4x^2-7x+2)-(x^2+4x-5)=?$ Example 2:

	(n+2)(4n-5)=?

RELATED GLOSSARY TERM DEFINITIONS (77)

Absolute value:	A number's distance form zero on a number line. Distance is expressed as a positive value.
Algebraic expression:	An expression that includes at least one variable. Algebraic expressions do not contain equality or inequality symbols (= or ≠).
Angle:	Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in gradians.
Approximate:	A number or measurement that is close to or near its exact value.
Area:	The number of square units needed to cover a surface.
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Central tendency:	A measure used to describe data (e.g., mean, mode, median).
Congruent:	Figures or objects that are the same shape and size.
Continuous data:	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
Continuous function:	A function with a connected graph. A function f(x) is continuous at x=a if the limit of f(x) as x approaches to a exists and is equal to f(a).
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Derived units:	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base units by means of mathematical symbols of multiplication and

	division. (e.g., mph)
Difference:	A number that is the result of subtraction
Dimension:	The number of coordinates used to express a position.
Domain:	The set of values of the independent variable(s) for which a function or relation is defined.
Equality:	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive (a=a), symmetric (if a=b, then b=a), and transitive (if a=b and b=c, then a=c) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Hexagon (wolfram):	Is a six-sided polygon.
Infinite:	Has no end or goes on forever, not finite. A set is infinite if it can be placed in one-to-one correspondence with a proper subset of itself.
Integers:	The numbers in the set {…-4, -3, -2, -1, 0, 1, 2, 3, 4…}.
Integral:	Integer valued.
Interior angle:	An angle formed inside a plane figure.
Irrational number:	A real number that cannot be expressed as a ratio of two integers.

Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Linear function:	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. f(x)=mx+b), then the graph of the function will be a line. If there are two independent variables (e.g. f(x,y)=ax+by+c) then the graph of the function will be a plane.
Literal equations:	An equation that contains more than one variable; an implicit equation; often mathematical formula.
Mass:	The amount of matter of an object.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Parallel lines:	Two lines in the same plane that are a constant distance apart. Parallel lines have equal slopes.
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a

	subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point:	A specific location in space that has no discernable length or width.
Polygon:	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.
Properties of Equality:	1) A balanced equation will remain balanced if you add, subtract, multiply or divide both sides by the same number. 2) A quantity equal to another quantity can be substituted for it. Reflexive property: a=a Symmetric property: If a=b then b=a. Transitive property: If a=b and b=c then a=c.
Rate:	A ratio that compares two quantities of different units.
Real number:	The set of all rational and irrational numbers.
Real-world problem:	A problem that is an application of a mathematical concept in a real-life situation.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Right angle:	An angle whose measure is exactly 90°.
Root:	A root of a polynomial is a number x such that P(x)=0. A polynomial of degree n has n complex roots.
Scatter plot:	A graph of paired data in which the data values are plotted as points in (x, y) format.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Simplify:	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
Square:	A rectangle with four congruent sides; also, a rhombus with four right

	angles.
Sum:	The result of adding numbers or expressions together.
System of linear equations:	Two or more related linear equations that have a common solution (A system of linear equations can have no common solutions, one common solution, or many common solutions).
System of equations:	A group of two or more equations that are related to the same situation and share variables. The solution to a system of equations is an ordered number set that makes all of the equations true.
Table:	A data display that organizes information about a topic into categories using rows and columns.
Transversal:	A line that intersects two or more lines at different points.
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in f(x)=2x+1, or a variable might be fixed as in 2x+1=5.
Commutative property:	The order in which two numbers are added or multiplied does not change their sum or product, respectively (e.g., 2 + 3 = 3 + 2, or 4 × 7 = 7 × 4).
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of 2 x 2 x 2. The number two (2) is called the base, and the number three (3) is called the exponent.
Function:	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Inequality:	A sentence that states one expression is greater than (>), greater than or equal to (≥), less than (<), less than or equal to (≤), another expression.
Monomial:	A polynomial with one term such as 5, -2xyz, or xy^4
Polynomial:	The sum or difference of terms which have variables raised to positive integer powers and which have coefficients that may be real or complex. Examples: $5x^3 - 2x^2 + x - 13$, $x^2y^3 + xy$, and $(1 + i)a^2 + ib^2$. Standard form for a polynomial in one variable: $a_nx^n + a_{n-1}x^{n-1} + ... + a^2x^2 + a_1x + a_0$

	Even though the prefix poly- means many, the word polynomial refers to polynomials with 1 term (monomials), 2 terms (binomials), 3 terms, (trinomials), etc.
Pythagorean Theorem:	The square of the hypotenuse (c) of a right triangle is equal to the sum of the squares of the legs (a and b), as shown in the equation $c^2 = a^2 + b^2$.
Radical:	The symbol $\sqrt[n]{x}$ used to indicate a root. The expression $\sqrt[n]{x}$ is therefore read “x radical n” or "the nth root of x." A radical without an index number is understood to be a square root.
Rational Number:	A number that can be expressed as a ratio a/b, where a and b are integers and b≠0.
Scientific Notation:	A shorthand method of writing very large or very small numbers using exponents in which a number is expressed as the product of a integer power of 10 and a number that is greater than or equal to one (1) and less that 10(e.g., 7.59.x 10^5 = 759,000).
Slope:	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or ?y/?x. Also the constant, *m*, in the linear equation for the slope-intercept form *y =mx + b*, where $m = \frac{y_1 - y_2}{x_1 - x_2}$
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.
y-axis:	The vertical number line on a rectangular coordinate system

Course: M/J Pre-Algebra- 1205070

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3662.aspx

BASIC INFORMATION

Course Title:	M/J Pre-Algebra
Course Number:	1205070
Course Abbreviated Title:	M/J PRE-ALG
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Mathematics **SubSubject:** General Mathematics
Course length:	Year (Y)
Course Type:	Core
Course Level:	2
Status:	State Board Approved
Version Description:	During the 2013-2014 school year, Florida will be transitioning to the Common Core State Standards for Mathematics. The content standards for M/J Pre-Algebra are based upon these new standards; however, during this transition year, students will be assessed using the FCAT 2.0 for Grade 8 aligned with the Next Generation Sunshine State Standards (NGSSS). For this reason, instruction should include the following NGSSS: MA.8.A.1.1, MA.8.A.1.2, MA.8.A.4.1, MA.8.A.4.2, MA.8.A.6.4, MA.8.G.2.1, MA.8.G.5.1, MA.8.S.3.1, MA.8.S.3.2.
General Notes:	Additional content addressed on the Grade 8 NAEP Mathematics assessment includes: • Draw or sketch from a written description polygons, circles, or semicircles. (MACC.7.G.1.2; include circles and semicircles) • Represent or describe a three-dimensional situation in a two-dimensional drawing from different views. (MACC.6.G.1.4)

	• Demonstrate an understanding about the two- and three-dimensional shapes in our world through identifying, drawing, modeling, building, or taking apart. (MACC.6.G.1.4, MACC.7.G.1.3, MACC.7.G.2.6) • Visualize or describe the cross section of a solid. (MACC.7.G.1.3) • Represent geometric figures using rectangular coordinates on a plane. (MACC.6.G.1.3) • Describe how mean, median, mode, range, or interquartile ranges relate to distribution shape. (MACC.6.SP.2.5c) • Using appropriate statistical measures, compare two or more data sets describing the same characteristic for two different populations for subset of the same population. (MACC.7.SP.2.3, MACC.7.SP.2.4) • Given a sample, identify possible sources of bias in sampling. (MACC.7.SP.1.1) • Distinguish between a random and nonrandom sample. (MACC.7.SP.1.1) • Evaluate the design of an experiment. (MACC.7.SP.1.2) • Determine the theoretical probability of simple and compound events in familiar contexts. (MACC.7.SP.3.8a) • Estimate the probability of simple and compound events through experimentation or simulation. (MACC.7.SP.3.8) • Use theoretical probability to evaluate or predict experimental outcomes. (MACC.7.SP.3.6, MACC.SP.3.7) • Describe relative positions of points and lines using the geometric ideas of midpoint, points on common line through a common point, parallelism, or perpendicularity. • Describe the intersection of two or more geometric figures in the plane (e.g., intersection of a circle and a line). • Make and test a geometric conjecture about regular polygons.
Version Requirements:	In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

	(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount m(A). Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems. (2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations. (3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines.

	Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

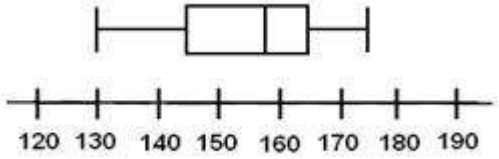
STANDARDS (54)

LACC.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LACC.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LACC.68.WHST.1.1:	Write arguments focused on *discipline-specific content.* a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

	audience.
LACC.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LACC.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LACC.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LACC.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
MA.8.A.1.1:	Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and continuous data. Remarks/Examples
	Example 1: Jan decided to save some money. She already had $25. She received and saved $5 on Friday each week for 8 weeks. Make a table and a graph of the money she would have each week. If she continues with this same savings plan, how much money will she

	have after 2 years? Is the situation in this problem continuous or discrete? The problem above is technically a discrete problem. A continuous linear function such as y=25+ 5x may be used to fit the data and to solve the problem. If the domain is integers, this is a discrete function. If the domain is all real numbers, this is a continuous function.
MA.8.A.1.2:	Interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem. Remarks/Examples
	Example: For the example 1in benchmark MA.8.A.1.1, graph the equation y = 5w + 25. Tell why the line "slopes up" by 5 each week. Also tell why the line crosses the y-axis at 25.
MA.8.A.4.1:	Solve literal equations for a specified variable. Remarks/Examples
	Example 1: Solve the following equation for h: A=bh Example 2: The following equation tells you how much simple interest you will earn if you invest an amount of money (P) at a specified rate (r), for a given amount of time (t): I = Prt. Solve for P.
MA.8.A.4.2:	Solve and graph one- and two-step inequalities in one variable. Remarks/Examples
	Example: Solve the following inequality for x: 6x-3>10 . Graph the solution set.
MA.8.A.6.4:	Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems. Remarks/Examples

	Example 1: The table shows Mr. Smith's weight during the first 3 months of his diet. If he started his diet at 245 pounds, fill in the following table. Month | 1 | 2 | 3 Weight | 238 | 229 | 224 Weight change | | |
MA.8.G.2.1:	Use similar triangles to solve problems that include height and distances. Remarks/Examples
	Example 1: At the same time a 10 ft flagpole casts an 8 ft shadow, a nearby tree casts a 40 ft shadow. How tall is the tree? Example 2: A 72-inch tall man casts a shadow that is 96 inches long. At the same time, a nearby crane casts a 52-foot long shadow. How tall is the crane?
MA.8.G.5.1:	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems. Remarks/Examples
	Example 1: Convert 25ºC to degrees Fahrenheit. Example 2: Convert 30 miles per hour to feet per second. $30\frac{miles}{hour} = X\frac{feet}{second}$ Students should not be using only formulas to do this. 1 mile = 5280 feet, and there are 3600 seconds in 1 hour. We may use these equivalencies to substitute feet for miles and seconds for hours.

	$30\frac{miles}{hour} = 30 \times \frac{5280\,feet}{3600\,seconds} = 44\frac{feet}{seconds}$ Another way to convert units is demonstrated here: $30\frac{miles}{hour}\left(\frac{1hour}{3600\,seconds}\right)\left(\frac{5280\,feet}{1mile}\right) = \frac{30 \times 5280\,feet}{3600\,seconds} = 44\frac{ft}{s}$
MA.8.S.3.1:	Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships. Remarks/Examples
	Example: Alfonso's bowling scores are 125, 142, 165, 138, 176, 102, 156, 130, and 142. Make a box-and-whiskers plot of the data. The box and whiskers plot below represents the bowling scores of Anna. Compare the bowling scores of Alfonso and Anna. Who is a better bowler? 
MA.8.S.3.2:	Determine and describe how changes in data values impact measures of central tendency. Remarks/Examples
	Example: Mrs. Donohue has told her students that she will remove the lowest exam score for each student at the end of the grading period. Sara received grades of 43, 78, 84, 85, 88, 78, and 90 on her exams. What will be the different between the mean, median, and mode of her original grades and the mean, median, and mode of her five grades after Mrs. Donohue removes one grade?

MACC.8.EE.1.1:	Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$
MACC.8.EE.1.2:	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.
MACC.8.EE.1.3:	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.*
MACC.8.EE.1.4:	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
MACC.8.EE.2.5:	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.* Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard, they build on grades 6–7 work with proportions and position themselves for grade 8 work with functions and the equation of a line.
MACC.8.EE.2.6:	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane;

	derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
MACC.8.EE.3.7:	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students have been working informally with one-variable linear equations since as early as kindergarten. This important line of development culminates in grade 8 with the solution of general one-variable linear equations, including cases with infinitely many solutions or no solutions as well as cases requiring algebraic manipulation using properties of operations. Coefficients and constants in these equations may be any rational numbers. **Examples of Opportunities for In-Depth Focus** This is a culminating standard for solving one-variable linear equations.
MACC.8.EE.3.8:	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x +*

	2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.* Remarks/Examples **Examples of Opportunities for In-Depth Focus** When students work toward meeting this standard, they build on what they know about two-variable linear equations, and they enlarge the varieties of real-world and mathematical problems they can solve.
MACC.8.F.1.1:	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
MACC.8.F.1.2:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.* Remarks/Examples **Examples of Opportunities for In-Depth Focus** Work toward meeting this standard repositions previous work with tables and graphs in the new context of input/output rules.
MACC.8.F.1.3:	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function A = s² giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*
MACC.8.F.2.4:	Construct a function to model a linear relationship between two

	quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
MACC.8.F.2.5:	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
(Florida: MACC.8.G.1.4):	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.
MACC.8.G.1.1:	Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
MACC.8.G.1.2:	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
MACC.8.G.1.3:	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
MACC.8.G.1.5:	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*
MACC.8.G.2.6:	Explain a proof of the Pythagorean Theorem and its converse.
MACC.8.G.2.7:	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and

	three dimensions. Remarks/Examples
	Examples of Opportunities for In-Depth Focus The Pythagorean theorem is useful in practical problems, relates to grade-level work in irrational numbers and plays an important role mathematically in coordinate geometry in high school.
MACC.8.G.2.8:	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
MACC.8.G.3.9:	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.
MACC.8.NS.1.1:	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
MACC.8.NS.1.2:	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*
MACC.8.SP.1.1:	Construct and interpret scatter plots for bivariate measurement data

	to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
MACC.8.SP.1.2:	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
MACC.8.SP.1.3:	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
MACC.8.SP.1.4:	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*
MACC.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize

	and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MACC.K12.MP.2.1:	**Reason abstractly and quantitatively**. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MACC.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense

	and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MACC.K12.MP.4.1:	**Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MACC.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using

	estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MACC.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MACC.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and

	use that to realize that its value cannot be more than 5 for any real numbers x and y.
MACC.K12.MP.8.1:	**Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

RELATED GLOSSARY TERM DEFINITIONS (44)

Absolute value:	A number's distance form zero on a number line. Distance is expressed as a positive value.
Area:	The number of square units needed to cover a surface.
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Central tendency:	A measure used to describe data (e.g., mean, mode, median).
Continuous data:	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.

Continuous function:	A function with a connected graph. A function f(x) is continuous at x=a if the limit of f(x) as x approaches to a exists and is equal to f(a).
Derived units:	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base units by means of mathematical symbols of multiplication and division. (e.g., mph)
Difference:	A number that is the result of subtraction
Dimension:	The number of coordinates used to express a position.
Domain:	The set of values of the independent variable(s) for which a function or relation is defined.
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Integers:	The numbers in the set {…-4, -3, -2, -1, 0, 1, 2, 3, 4…}.
Irrational number:	A real number that cannot be expressed as a ratio of two integers.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Linear function:	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. f(x)=mx+b), then the graph of the function will be a line. If there are two independent variables (e.g. f(x,y)=ax+by+c) then the graph of the function will be a plane.
Literal equations:	An equation that contains more than one variable; an implicit equation; often mathematical formula.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the

	numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Rate:	A ratio that compares two quantities of different units.
Real number:	The set of all rational and irrational numbers.
Real-world problem:	A problem that is an application of a mathematical concept in a real-life situation.
Scatter plot:	A graph of paired data in which the data values are plotted as points in (x, y) format.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Table:	A data display that organizes information about a topic into categories using rows and columns.

Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in f(x)=2x+1, or a variable might be fixed as in 2x+1=5.
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of 2 x 2 x 2. The number two (2) is called the base, and the number three (3) is called the exponent.
Function:	A relation in which each value of *x* is paired with a unique value of *y*. More formally, a function from A to B is a relation *f* such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Inequality:	A sentence that states one expression is greater than (>), greater than or equal to (≥), less than (<), less than or equal to (≤), another expression.
Rational Number:	A number that can be expressed as a ratio a/b, where a and b are integers and b≠0.
Scientific Notation:	A shorthand method of writing very large or very small numbers using exponents in which a number is expressed as the product of a integer power of 10 and a number that is greater than or equal to one (1) and less that 10(e.g., 7.59.x 10^5 = 759,000).
Slope:	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or ?y/?x. Also the constant, *m*, in the linear equation for the slope-intercept form $y = mx + b$, where $m = \frac{y_1 - y_2}{x_1 - x_2}$
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.
y-axis:	The vertical number line on a rectangular coordinate system

Course: M/J Mathematics 2, Advanced-1205050

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3661.aspx

BASIC INFORMATION

Course Title:	M/J Mathematics 2, Advanced
Course Number:	1205050
Course Abbreviated Title:	M/J MATH 2, ADV
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Mathematics **SubSubject:** General Mathematics
Course Type:	Core
Course Level:	2
Status:	State Board Approved
Version Description:	During the 2013-2014 school year, Florida will be transitioning to the Common Core State Standards for Mathematics. The content standards for M/J Mathematics 2 are based upon these new standards; however, during this transition year, students will be assessed using the FCAT 2.0 for Grade 7 aligned with the Next Generation Sunshine State Standards (NGSSS). For this reason, instruction should include the following NGSSS: MA.7.A.1.3, MA.7.A.1.5, MA.7.A.3.2, MA.7.A.5.2, MA.7.G.2.1, MA.7.G.4.1, MA.7.G.4.2, MA.7.G.4.3, MA.7.G.4.4, MA.7.P.7.1, MA.7.P.7.2, MA.7.S.6.2.
General Notes:	MACC.7

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical area: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(2) Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

(3) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount m(A). Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the

	properties of equality and concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems. (4) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations. (5) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

STANDARDS (73)

LACC.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LACC.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

LACC.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LACC.68.WHST.1.1:	Write arguments focused on *discipline-specific content.* a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LACC.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
MA.7.A.1.3:	Solve problems involving similar figures. Remarks/Examples
	Example: Rectangle *A* and rectangle *B* are similar. The lengths of congruent sides of rectangles *A* and *B* are 6 in. and 5 in., respectively. If the perimeter of rectangle *A* is 30 in., then what is the perimeter of rectangle *B*?
MA.7.A.1.5:	Distinguish direct variation from other relationships, including inverse variation. Remarks/Examples
	Direct variation between y and x is when y/x=k where k is a constant, or equivalently y=kx. Indirect variation is when xy=k where k is a constant, or equivalently y=k/x.
MA.7.A.3.2:	Add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.
MA.7.A.5.2:	Solve non-routine problems by working backwards. Remarks/Examples
	Solving non-routine problems involves creativity and critical thinking. Solution methods for non-routine problems are not prescribed. They may involve multiple representations, and are challenging for the learner. Example: Alex had some marbles. On his birthday, his father doubled the number of his marbles. Alex gave 5 marbles to his best friend.

	Then he divided the remaining marbles into three equal groups and shared them with his two brothers. Each brother got 11 marbles. What was the original number of marbles that Alex had before his birthday? Did he make a good choice of sharing his marbles? What strategy would you use if you were Alex?
MA.7.G.2.1:	Justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones. Remarks/Examples
	Students should be limited to prisms, pyramids and cylinders when calculating surface area, and prisms, pyramids, cylinders and cones when calculating volume.
MA.7.G.4.1:	Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures, and apply these relationships to solve problems. Remarks/Examples
	See Example 2 in benchmark MA.7.A.1.6. The linear scale factor is 2. The areas of the two figures are related by a factor of 4 (2 squared). If this pattern was continued for a 3-dimensional figure, the volumes would be related by a factor of 8 (2 cubed). Students should encounter this concept in different contexts, and they should be encouraged to recognize the patterns themselves rather than be told about the relationship first. Example: You have two circles with circumference pi and 4pi. What is the ratio of the areas of the circles? What is the ratio of the diameters? What is the ratio of the radii?
MA.7.G.4.2:	Predict the results of transformations, and draw transformed figures with and without the coordinate plane. Remarks/Examples
	Students should recognize that reflections, transformations, and rotations result in congruent figures. Other transformations (such as dilations) may not preserve congruency.

	Example 1: Draw the triangle with vertices (0,0), (3,0), (0,4). Translate (slide) the triangle 2 units to the right. What are the coordinates of the vertices of the new triangle? Example 2: What happens to a figure drawn on a coordinate plane if each of its vertices' coordinates is multiplied by 2? What if they are multiplied by 1/4th? What about -2?
MA.7.G.4.3:	Identify and plot ordered pairs in all four quadrants of the coordinate plane. Remarks/Examples
	Quadrants 2, 3, and 4 are introduced for the first time in 7th grade.
MA.7.G.4.4:	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems. Remarks/Examples
	Example 1: You ride your bike from your house to the beach and home again. At the end of your trip, your bicycle odometer reads 8km. How many miles did you ride? Example 2: How many cm3 are in a 2-liter bottle of soda?
MACC.8.G.2.6:	Explain a proof of the Pythagorean Theorem and its converse.
MA.7.P.7.1:	Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair. Remarks/Examples
	The student will represent probabilities as fractions and decimals between 0 and 1 (inclusive), and as percentages between 0% and 100% (inclusive), and verify that the probabilities are reasonable. In 2007 mathematics standards, the concept of probability is introduced for the first time in 7th grade.

MA.7.P.7.2:	Determine, compare, and make predictions based on experimental or theoretical probability of independent or dependent events, Remarks/Examples
	Experiments could involve or not involve "replacement" of an event. Students must be able to distinguish between independent and dependent events. Example: Find the probability of choosing a red marble from a bag of 9 white marbles and 1 red marble, with or without replacement of each drawn marble. Students use manipulatives to obtain experimental results, compare results to mathematical expectations, and discuss the validity of the experiment.
MA.7.S.6.2:	Construct and analyze histograms, stem-and-leaf plots, and circle graphs. Remarks/Examples
	Students can represent the same data with different types of graphs and discuss the appropriateness of each graph based on the source of the data and the information required. An example of a stem-and-leaf plot for the data set (34, 30, 38, 42, 67, 68, 68, 56, 54, 34, 82, and 85) is as follows: Legend: 3| 234 means scores of 32, 33, and 34 **3 | 0,4,4,**

	8 4 | 2 5 | 4,6 6 | 7,8,8 7 | 8 | 2,5 What is the median of the data set? What is the mode of the data set?
MACC.7.EE.2.3:	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

	Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students solve multistep problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. This work is the culmination of many progressions of learning in arithmetic, problem solving and mathematical practices. **Examples of Opportunities for In-Depth Focus** This is a major capstone standard for arithmetic and its applications.
MACC.7.EE.2.4:	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.* Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards In solving word problems leading to one-variable equations of the form px + q = r and p(x + q) = r, students solve the equations fluently. This will require fluency with rational number arithmetic (7.NS.1.1–1.3), as well as fluency to some extent with applying properties

	operations to rewrite linear expressions with rational coefficients (7.EE.1.1). **Examples of Opportunities for In-Depth Focus** Work toward meeting this standard builds on the work that led to meeting 6.EE.2.7 and prepares students for the work that will lead to meeting 8.EE.3.7.
MACC.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
MACC.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
MACC.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
MACC.7.G.2.4:	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
MACC.7.G.2.5:	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
MACC.7.G.2.6:	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Remarks/Examples
	Examples of Opportunities for In-Depth Focus Work toward meeting this standard draws together grades 3–6 work with geometric measurement.
MACC.7.SP.1.1:	Understand that statistics can be used to gain information about a

	population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
MACC.7.SP.1.2:	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*
MACC.7.SP.2.3:	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
MACC.7.SP.2.4:	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*
MACC.7.SP.3.5:	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
MACC.7.SP.3.6:	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
MACC.7.SP.3.7:	Develop a probability model and use it to find probabilities of events.

	Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
MACC.7.SP.3.8:	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*
MACC.8.EE.1.1:	Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$
MACC.8.EE.1.2:	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube

	roots of small perfect cubes. Know that √2 is irrational.
MACC.8.EE.1.3:	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.*
MACC.8.EE.1.4:	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
MACC.8.EE.2.5:	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.* Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard, they build on grades 6–7 work with proportions and position themselves for grade 8 work with functions and the equation of a line.
MACC.8.EE.2.6:	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
MACC.8.EE.3.7:	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).

	b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students have been working informally with one-variable linear equations since as early as kindergarten. This important line of development culminates in grade 8 with the solution of general one-variable linear equations, including cases with infinitely many solutions or no solutions as well as cases requiring algebraic manipulation using properties of operations. Coefficients and constants in these equations may be any rational numbers. **Examples of Opportunities for In-Depth Focus** This is a culminating standard for solving one-variable linear equations.
MACC.8.EE.3.8:	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.* c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.* Remarks/Examples

	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard, they build on what they know about two-variable linear equations, and they enlarge the varieties of real-world and mathematical problems they can solve.
MACC.8.F.1.1:	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
MACC.8.F.1.2:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.* Remarks/Examples
	Examples of Opportunities for In-Depth Focus Work toward meeting this standard repositions previous work with tables and graphs in the new context of input/output rules.
MACC.8.F.1.3:	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*
MACC.8.F.2.4:	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
MACC.8.F.2.5:	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
(Florida:	Understand that a two-dimensional figure is similar to another if the

MACC.8.G.1.4):	second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.
MACC.8.G.1.1:	Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
MACC.8.G.1.2:	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
MACC.8.G.1.3:	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
MACC.8.G.1.5:	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*
MACC.8.G.2.7:	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. Remarks/Examples
	Examples of Opportunities for In-Depth Focus The Pythagorean theorem is useful in practical problems, relates to grade-level work in irrational numbers and plays an important role mathematically in coordinate geometry in high school.
MACC.8.G.2.8:	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

MACC.8.G.3.9:	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.
MACC.8.NS.1.1:	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
MACC.8.NS.1.2:	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*
MACC.8.SP.1.1:	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
MACC.8.SP.1.2:	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
MACC.8.SP.1.3:	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

MACC.8.SP.1.4:	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*
MACC.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MACC.K12.MP.2.1:	**Reason abstractly and quantitatively**. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the

	representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MACC.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MACC.K12.MP.4.1:	**Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze

	a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MACC.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MACC.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to

	others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MACC.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
MACC.K12.MP.8.1:	**Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the

	way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

RELATED GLOSSARY TERM DEFINITIONS (60)

Area:	The number of square units needed to cover a surface.
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Circle graph:	A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.
Circumference:	The distance around a circle.
Cone:	A pyramid with a circular base.
Congruent:	Figures or objects that are the same shape and size.
Constant:	Any value that does not change.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Cylinder:	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
Dependent events:	Two events are dependent if the outcome of one event affects the probability that the other event will occur.
Derived units:	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base

	units by means of mathematical symbols of multiplication and division. (e.g., mph)
Diameter:	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
Dilation:	Dilation of a figure is a transformation where the points of the figure is transformed from (x,y) to (kx,ky). The scale factor k is a positive real number. If k is bigger than 1, the transformation is an enlargement. If k is between 0 and 1, then it is a contraction.
Dimension:	The number of coordinates used to express a position.
Direct variation:	The relation between two quantities whose ratio remains constant. If *x* is directly proportional to *y*, the equation is of the form *x* = k*y*, where k is a constant.
Equal:	Having the same value (=).
Event:	A set of possible outcomes.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Histogram:	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Integers:	The numbers in the set {…-4, -3, -2, -1, 0, 1, 2, 3, 4…}.
Inverse variation:	A relationship between two variables, x and y, that can be expressed as , where k is the constant of variation. When one variable increases the other decreases in proportion.
Length:	A one-dimensional measure that is the measurable property of line segments.

Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Non-routine problem:	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps (grade level dependent).
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Ordered pair:	The location of a single point on a rectangular coordinate system where the first and second values represent the position relative to the x-axis and y-axis, respectively.
Outcome:	A possible result of an experiment.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Perimeter:	The distance around a two dimensional figure.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Prism:	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.

Probability:	A measure of the likelihood that a given event will occur; expressed as a ratio of one event occurring (favorable outcomes) to the number of equally likely possible outcomes (sample space). Probability is expressed on a linear scale from 0 (impossibility) to 1 (certainty), also expressed as a percentage between 0 and 100%. Experimental probability of an event A is the ratio of the number of times the event A occurs to the total number of trials or times the activity is performed. Theoretical probability of an event A is the ratio of the number of outcomes in event A to the number of outcomes in the sample space.
Pyramid:	A three-dimensional figure whose base is a polygon and whose faces are triangles with a common vertex.
Quadrant:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Radius:	A line segment extending from the center of a circle or sphere to a point on the circle or sphere. Plural radii.
Rectangle:	A parallelogram with four right angles.
Reflection:	A transformation that produces the mirror image of a geometric figure over a line of reflection, also called a flip.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Rotation:	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., a 90° rotation). Also called a turn.
Scale factor:	The ratio of any two corresponding lengths in two similar geometric figures. The ratio of areas of two similar figures is the square of the scale factor and the ratio of the volumes of two similar figures is the cube of the scale factor.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Similar figures:	Figures that are the same shape, have corresponding, congruent angle's and have corresponding sides that are proportional in length.
Slide:	A translation, where every point of a figure is moved in the same direction and by the same distance.

Stem-and-leaf plot:	A graph that organizes data by place value to compare data frequencies.
Transformation:	An operation on a figure by which another image is created. Common transformations include reflections (flips), translations (slides), rotations (turns) and dilations.
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of 2 x 2 x 2. The number two (2) is called the base, and the number three (3) is called the exponent.
Fraction:	A rational number expressed in the form $^a/_b$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Pi:	The symbol designating the ratio of the circumference of a circle to its diameter. It is an irrational number with common approximations of either 3.14 of 22/7.
Ratio:	The comparison of two quantities, the ratio of a and b is a:b or a to b or a/b, where $b \neq 0$.
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Whole Number:	The numbers in the set {0, 1, 2, 3, 4, ...}

Course: M/J Mathematics 2- 1205040

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3660.aspx

BASIC INFORMATION

Course Title:	M/J Mathematics 2
Course Number:	1205040
Course Abbreviated Title:	M/J MATH 2
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Mathematics **SubSubject:** General Mathematics
Course Type:	Core
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	During the 2013-2014 school year, Florida will be transitioning to the Common Core State Standards for Mathematics. The content standards for M/J Mathematics 2 are based upon these new standards; however, during this transition year, students will be assessed using the FCAT 2.0 for Grade 7 aligned with the Next Generation Sunshine State Standards (NGSSS). For this reason, instruction should include the following NGSSS: MA.7.A.1.3, MA.7.A.1.5, MA.7.A.3.2, MA.7.A.5.2, MA.7.G.2.1, MA.7.G.4.1, MA.7.G.4.2, MA.7.G.4.3, MA.7.G.4.4, MA.7.P.7.1, MA.7.P.7.2, MA.7.S.6.2.
General Notes:	MACC.7 In Grade 7,instructional time should focus on four critical area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

	(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships. (2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems. (3) Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms. (4) Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

STANDARDS (53)

LACC.68.RST.1 Key Ideas and Details

LACC.68.RST.1.3 :	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details

LACC.68.RST.2 Craft and Structure

LACC.68.RST.2.4 :	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.68.RST.3 Integration of Knowledge and Ideas

LACC.68.RST.3.7 :	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas

LACC.68.WHST.1 Text Types and Purposes

LACC.68.WHST.1.1 :	Write arguments focused on *discipline-specific content.* a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows

	from and supports the argument presented. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes

LACC.68.WHST.2 Production and Distribution of Writing

LACC.68.WHST.2.4 :	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing

LACC.7.SL.1 Comprehension and Collaboration

LACC.7.SL.1.1 :	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.7.SL.1.2 :	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain

	how the ideas clarify a topic, text, or issue under study. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.7.SL.1.3 :	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.7.SL.2 Presentation of Knowledge and Ideas

LACC.7.SL.2.4 :	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

MA.7.A.1 BIG IDEA 1

MA.7.A.1.3 :	Solve problems involving similar figures. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 Remarks/Examples
	Example: Rectangle *A* and rectangle *B* are similar. The lengths of congruent sides of rectangles *A* and *B* are 6 in. and 5 in., respectively. If the perimeter of rectangle *A* is 30 in., then what is the perimeter of rectangle *B*?
MA.7.A.1.5 :	Distinguish direct variation from other relationships, including inverse variation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 Remarks/Examples
	Direct variation between y and x is when y/x=k where k is a constant, or equivalently y=kx. Indirect variation is when xy=k where k is a constant, or equivalently y=k/x.

MA.7.A.3 BIG IDEA 3

MA.7.A.3.2 :	Add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3

MA.7.A.5 Number and Operations

MA.7.A.5.2 :	Solve non-routine problems by working backwards. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Number and Operations Remarks/Examples
	Solving non-routine problems involves creativity and critical thinking. Solution methods for non-routine problems are not prescribed. They may involve multiple representations, and are challenging for the learner. Example: Alex had some marbles. On his birthday, his father doubled the number of his marbles. Alex gave 5 marbles to his best friend. Then he divided the remaining marbles into three equal groups and shared them with his two brothers. Each brother got 11 marbles. What was the original number of marbles that Alex had before his birthday? Did he make a good choice of sharing his marbles? What strategy would you use if you were Alex?

MA.7.G.2 BIG IDEA 2

MA.7.G.2.1 :	Justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 Remarks/Examples
	Students should be limited to prisms, pyramids and cylinders when

	calculating surface area, and prisms, pyramids, cylinders and cones when calculating volume.

MA.7.G.4 Geometry and Measurement

MA.7.G.4.1 :	Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures, and apply these relationships to solve problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement Remarks/Examples
	See Example 2 in benchmark MA.7.A.1.6. The linear scale factor is 2. The areas of the two figures are related by a factor of 4 (2 squared). If this pattern was continued for a 3-dimensional figure, the volumes would be related by a factor of 8 (2 cubed). Students should encounter this concept in different contexts, and they should be encouraged to recognize the patterns themselves rather than be told about the relationship first. Example: You have two circles with circumference pi and 4pi. What is the ratio of the areas of the circles? What is the ratio of the diameters? What is the ratio of the radii?
MA.7.G.4.2 :	Predict the results of transformations, and draw transformed figures with and without the coordinate plane. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement Remarks/Examples
	Students should recognize that reflections, transformations, and rotations result in congruent figures. Other transformations (such as dilations) may not preserve congruency. Example 1: Draw the triangle with vertices (0,0), (3,0), (0,4). Translate (slide) the triangle 2 units to the right. What are the coordinates of the vertices of the new triangle?

	Example 2: What happens to a figure drawn on a coordinate plane if each of its vertices' coordinates is multiplied by 2? What if they are multiplied by 1/4th? What about -2?
MA.7.G.4.3 :	Identify and plot ordered pairs in all four quadrants of the coordinate plane. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement Remarks/Examples
	Quadrants 2, 3, and 4 are introduced for the first time in 7th grade.
MA.7.G.4.4 :	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement Remarks/Examples
	Example 1: You ride your bike from your house to the beach and home again. At the end of your trip, your bicycle odometer reads 8km. How many miles did you ride? Example 2: How many cm3 are in a 2-liter bottle of soda?

MA.7.P.7 Probability

MA.7.P.7.1 :	Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Probability Remarks/Examples
	The student will represent probabilities as fractions and decimals between 0 and 1 (inclusive), and as percentages between 0% and 100% (inclusive), and verify that the probabilities are reasonable.

	In 2007 mathematics standards, the concept of probability is introduced for the first time in 7th grade.
MA.7.P.7.2 :	Determine, compare, and make predictions based on experimental or theoretical probability of independent or dependent events, Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Probability Remarks/Examples
	Experiments could involve or not involve "replacement" of an event. Students must be able to distinguish between independent and dependent events. Example: Find the probability of choosing a red marble from a bag of 9 white marbles and 1 red marble, with or without replacement of each drawn marble. Students use manipulatives to obtain experimental results, compare results to mathematical expectations, and discuss the validity of the experiment.

MA.7.S.6 Data Analysis

MA.7.S.6.2 :	Construct and analyze histograms, stem-and-leaf plots, and circle graphs. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date

Adopted or Revised: 09/07
Belongs to: Data Analysis

Remarks/Examples

Students can represent the same data with different types of graphs and discuss the appropriateness of each graph based on the source of the data and the information required.

An example of a stem-and-leaf plot for the data set (34, 30, 38, 42, 67, 68, 68, 56, 54, 34, 82, and 85) is as follows:

Legend: 3| 234 means scores of 32, 33, and 34

3	**0,4,4,8**
4	**2**
5	**4,6**
6	**7,8,8**
7	
8	**2,5**

What is the median of the data set? What is the mode of the data set?

MACC.7.EE.1 Use properties of operations to generate equivalent expressions.

MACC.7.EE.1.1 :	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 12/10 Belongs to: Use properties of operations to generate equivalent expressions.
MACC.7.EE.1.2 :	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."* Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Use properties of operations to generate equivalent expressions.

MACC.7.EE.2 Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

MACC.7.EE.2.3 :	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.* Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards

	Students solve multistep problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. This work is the culmination of many progressions of learning in arithmetic, problem solving and mathematical practices. **Examples of Opportunities for In-Depth Focus** This is a major capstone standard for arithmetic and its applications.
MACC.7.EE.2.4 :	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.* Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards

	In solving word problems leading to one-variable equations of the form px + q = r and p(x + q) = r, students solve the equations fluently. This will require fluency with rational number arithmetic (7.NS.1.1–1.3), as well as fluency to some extent with applying properties operations to rewrite linear expressions with rational coefficients (7.EE.1.1). **Examples of Opportunities for In-Depth Focus** Work toward meeting this standard builds on the work that led to meeting 6.EE.2.7 and prepares students for the work that will lead to meeting 8.EE.3.7.

MACC.7.G.1 Draw, construct, and describe geometrical figures and describe the relationships between them.

MACC.7.G.1.1 :	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Draw, construct, and describe geometrical figures and describe the relationships between them.
MACC.7.G.1.2 :	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Draw, construct, and describe geometrical figures and describe the relationships between them.
MACC.7.G.1.3 :	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Draw, construct, and describe geometrical figures and describe the relationships between them.

MACC.7.G.2 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

MACC.7.G.2.4 :	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
MACC.7.G.2.5 :	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
MACC.7.G.2.6 :	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Remarks/Examples
	Examples of Opportunities for In-Depth Focus Work toward meeting this standard draws together grades 3–6 work with geometric measurement.

MACC.7.NS.1 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

MACC.7.NS.1.1 :	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*

	b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.
MACC.7.NS.1.2 :	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) =

	1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.
MACC.7.NS.1.3 :	Solve real-world and mathematical problems involving the four operations with rational numbers. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Remarks/Examples

	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard (which is closely connected to 7.NS.1.1 and 7.NS.1.2), they consolidate their skill and understanding of addition, subtraction, multiplication and division of rational numbers.

MACC.7.SP.1 Use random sampling to draw inferences about a population.

MACC.7.SP.1.1 :	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Use random sampling to draw inferences about a population.
MACC.7.SP.1.2 :	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.* Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Use random sampling to draw inferences about a population.

MACC.7.RP.1 Analyze proportional relationships and use them to solve real-world and mathematical problems.

MACC.7.RP.1.1 :	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.* Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Analyze proportional relationships and use them to solve real-world and mathematical problems.

MACC.7.RP.1.2 :	Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.* d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Analyze proportional relationships and use them to solve real-world and mathematical problems. Remarks/Examples
	Examples of Opportunities for In-Depth Focus Students in grade 7 grow in their ability to recognize, represent, and analyze proportional relationships in various ways, including by using tables, graphs, and equations.
MACC.7.RP.1.3 :	Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.* Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Analyze proportional relationships and use them to solve real-world and mathematical problems.

MACC.7.SP.2 Draw informal comparative inferences about two populations.

MACC.7.SP.2.3 :	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.* Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Draw informal comparative inferences about two populations.
MACC.7.SP.2.4 :	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.* Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Draw informal comparative inferences about two populations.

MACC.7.SP.3 Investigate chance processes and develop, use, and evaluate probability models.

MACC.7.SP.3.5 :	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 12/10 Belongs to: Investigate chance processes and develop, use, and evaluate probability models.
MACC.7.SP.3.6 :	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.* Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10

	Belongs to: Investigate chance processes and develop, use, and evaluate probability models.
MACC.7.SP.3.7 :	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?* Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Investigate chance processes and develop, use, and evaluate probability models.
MACC.7.SP.3.8 :	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A*

	blood? Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Investigate chance processes and develop, use, and evaluate probability models.

MACC.K12.MP.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.1.1 :	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Make sense of problems and persevere in solving them.

MACC.K12.MP.2 Reason abstractly and quantitatively.

MACC.K12.MP.2.1 :	**Reason abstractly and quantitatively**. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Reason abstractly and quantitatively.

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.3.1 :	**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even

	though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.4 Model with mathematics.

MACC.K12.MP.4.1 :	**Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Model with mathematics.

MACC.K12.MP.5 Use appropriate tools strategically.

MACC.K12.MP.5.1 :	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Use appropriate tools strategically.

MACC.K12.MP.6 Attend to precision.

MACC.K12.MP.6.1 :	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach

	high school they have learned to examine claims and make explicit use of definitions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Attend to precision.

MACC.K12.MP.7 Look for and make use of structure.

MACC.K12.MP.7.1 :	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Look for and make use of structure.

MACC.K12.MP.8 Look for and express regularity in repeated reasoning.

MACC.K12.MP.8.1 :	**Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention

	to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Look for and express regularity in repeated reasoning.

RELATED GLOSSARY TERM DEFINITIONS (60)

Area:	The number of square units needed to cover a surface.
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Circle graph:	A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.
Circumference:	The distance around a circle.
Cone:	A pyramid with a circular base.
Congruent:	Figures or objects that are the same shape and size.
Constant:	Any value that does not change.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.

Cylinder:	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
Dependent events:	Two events are dependent if the outcome of one event affects the probability that the other event will occur.
Derived units:	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base units by means of mathematical symbols of multiplication and division. (e.g., mph)
Diameter:	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
Dilation:	Dilation of a figure is a transformation where the points of the figure is transformed from (x,y) to (kx,ky). The scale factor k is a positive real number. If k is bigger than 1, the transformation is an enlargement. If k is between 0 and 1, then it is a contraction.
Dimension:	The number of coordinates used to express a position.
Direct variation:	The relation between two quantities whose ratio remains constant. If *x* is directly proportional to *y*, the equation is of the form *x* = k*y*, where k is a constant.
Equal:	Having the same value (=).
Event:	A set of possible outcomes.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Histogram:	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Integers:	The numbers in the set {…-4, -3, -2, -1, 0, 1, 2, 3, 4…}.
Inverse variation:	A relationship between two variables, x and y, that can be expressed as , where k is the constant of variation. When one variable increases the other decreases in proportion.
Length:	A one-dimensional measure that is the measurable property of line segments.

Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Non-routine problem:	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps (grade level dependent).
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Ordered pair:	The location of a single point on a rectangular coordinate system where the first and second values represent the position relative to the x-axis and y-axis, respectively.
Outcome:	A possible result of an experiment.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Perimeter:	The distance around a two dimensional figure.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Prism:	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.

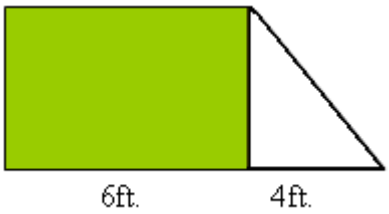
Probability:	A measure of the likelihood that a given event will occur; expressed as a ratio of one event occurring (favorable outcomes) to the number of equally likely possible outcomes (sample space). Probability is expressed on a linear scale from 0 (impossibility) to 1 (certainty), also expressed as a percentage between 0 and 100%. Experimental probability of an event A is the ratio of the number of times the event A occurs to the total number of trials or times the activity is performed. Theoretical probability of an event A is the ratio of the number of outcomes in event A to the number of outcomes in the sample space.
Pyramid:	A three-dimensional figure whose base is a polygon and whose faces are triangles with a common vertex.
Quadrant:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Radius:	A line segment extending from the center of a circle or sphere to a point on the circle or sphere. Plural radii.
Rectangle:	A parallelogram with four right angles.
Reflection:	A transformation that produces the mirror image of a geometric figure over a line of reflection, also called a flip.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Rotation:	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., a 90° rotation). Also called a turn.
Scale factor:	The ratio of any two corresponding lengths in two similar geometric figures. The ratio of areas of two similar figures is the square of the scale factor and the ratio of the volumes of two similar figures is the cube of the scale factor.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Similar figures:	Figures that are the same shape, have corresponding, congruent angle's and have corresponding sides that are proportional in length.
Slide:	A translation, where every point of a figure is moved in the same direction and by the same distance.

Stem-and-leaf plot:	A graph that organizes data by place value to compare data frequencies.
Transformation:	An operation on a figure by which another image is created. Common transformations include reflections (flips), translations (slides), rotations (turns) and dilations.
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of 2 x 2 x 2. The number two (2) is called the base, and the number three (3) is called the exponent.
Fraction:	A rational number expressed in the form $^a/_b$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Pi:	The symbol designating the ratio of the circumference of a circle to its diameter. It is an irrational number with common approximations of either 3.14 of 22/7.
Ratio:	The comparison of two quantities, the ratio of a and b is a:b or a to b or a/b, where $b \neq 0$.
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Whole Number:	The numbers in the set {0, 1, 2, 3, 4, ...}

	a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MA.6.A.1.3:	Solve real-world problems involving multiplication and division of fractions and decimals. Remarks/Examples
	This standard includes finding the solution to multi-step problems. Example: How many quarter-pound hamburgers can be made from 3 1/2 pounds of ground beef?
MA.6.A.3.2:	Write, solve, and graph one- and two- step linear equations and inequalities. Remarks/Examples
	The context should include patterns, models and relationships. Students should explore how "greater than or equal to" and strictly "greater than" are similar and different. A number line is a useful tool for modeling situations and inequalities such as "You have to be at least 40 inches tall to a ride roller coaster." and "x = 40".

	Graphing on coordinate plane is still limited to the first quadrant, but they can explore negative and positive integers on number line. Example: The height of a tree was 7 inches in the year 2000. Each year the same tree grew an additional 10 inches. Write an equation to show the height *h* of the tree in *y* years. Let y be the number of years after the year 2000. Graph the height of the tree for the first 20 years. The most literal equation might be 7 + 10y = h.
MA.6.A.3.3:	Work backward with two-step function rules to undo expressions. Remarks/Examples
	Example: Sam set a function machine to multiply by 3, and then to add 4. He showed his chart to Wanda. How can Wanda find the missing input number? IN OUT 1 7 5 19 20 64 100 304 ? 79
MA.6.A.5.1:	Use equivalent forms of fractions, decimals, and percents to solve problems. Remarks/Examples
	Example: John scored 75% on a test and Mary has 8 out of 12 correct on the same test. Each test item is worth the same amount of points. Who has the better score?
MA.6.A.5.2:	Compare and order fractions, decimals, and percents, including finding their approximate location on a number line. Remarks/Examples
	Example: Approximate the location of each of these values on a

	number line: 2/3, 0.57, and 0.575.
MA.6.A.5.3:	Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results. Remarks/Examples
	Example: Amy bought 5 notebooks at $3.61 each. She estimated how much she needs to pay and gave the cashier $15. Is Amy's estimation appropriate? Explain your reasoning.
MA.6.G.4.1:	Understand the concept of Pi, know common estimates of Pi (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles. Remarks/Examples
	Using various circular objects, students determine that the ratio of circumference to diameter approximates the value of Pi.
MA.6.G.4.2:	Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. Remarks/Examples
	Example: Students see that the formula for the area of a circle is plausible by decomposing a circle into a number of wedges and rearranging them into shapes that approximates a parallelogram. Example: Students might trace their foot on a piece of grid paper and use the full squares and the partial squares to estimate the area of the bottom of their foot.
MACC.6.EE.1.4:	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
MACC.6.EE.2.5:	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine

	whether a given number in a specified set makes an equation or inequality true.
MA.6.G.4.3:	Determine a missing dimension of a plane figure or prism given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. Remarks/Examples
	Example: The volume of a rectangular prism is 112 cubic cm. The length is 7 cm, and the height is 8 cm. What is the depth of the prism? Example: The figure below shows the floor of a living room. The rectangular part is covered with a carpet that covers a 22 square feet area. The house owner wants to cover the triangular part with carpet as well. Use the information provided in figure to determine the minimum additional carpet that will need to be purchased to cover the floor. 
MA.6.S.6.1:	Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data. Remarks/Examples
	Students should make frequency tables for numerical or categorical data, grouping data in different ways to investigate how different groupings describe the data. This is the first time in 2007 Florida mathematics standards that students are expected to use mean, median, mode, and range in a

	formal sense to describe a set of data.
MA.6.S.6.2:	Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately. Remarks/Examples
	A teacher can give students data sets that contain test/quiz grades for hypothetical classes. Students are asked to calculate and compare the class mean, median, mode, and range and discuss the effects of any outliers on the measures of central tendency.
MACC.6.EE.1.1:	Write and evaluate numerical expressions involving whole-number exponents.
MACC.6.EE.1.2:	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*
MACC.6.EE.1.3:	Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y*

	+ y + y to produce the equivalent expression 3y. Remarks/Examples
	Examples of Opportunities for In-Depth Focus By applying properties of operations to generate equivalent expressions, students use properties of operations that they are familiar with from previous grades' work with numbers — generalizing arithmetic in the process.
MACC.6.EE.2.6:	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
MACC.6.EE.2.7:	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all non-negative rational numbers. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students write equations of the form x + p = q and px = q to solve real-world and mathematical problems, they draw on meanings of operations that they are familiar with from previous grades' work. They also begin to learn algebraic approaches to solving problems.[16] [16] For example, suppose Daniel went to visit his grandmother, who gave him $5.50. Then he bought a book costing $9.20 and had $2.30 left. To find how much money he had before visiting his grandmother, an algebraic approach leads to the equation x + 5.50 – 9.20 = 2.30. An arithmetic approach without using variables at all would be to begin with 2.30, then add 9.20, then subtract 5.50. This yields the desired answer, but students will eventually encounter problems in which arithmetic approaches are unrealistically difficult and algebraic approaches must be used.
MACC.6.EE.2.8:	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions;

	represent solutions of such inequalities on number line diagrams.
MACC.6.EE.3.9:	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*
MACC.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
MACC.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
MACC.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
MACC.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
MACC.6.NS.1.1:	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate*

	equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Remarks/Examples
	Examples of Opportunities for In-Depth Focus This is a culminating standard for extending multiplication and division to fractions. **Fluency Expectations or Examples of Culminating Standards** Students interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions. This completes the extension of operations to fractions.
MACC.6.NS.2.2:	Fluently divide multi-digit numbers using the standard algorithm. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students fluently divide multidigit numbers using the standard algorithm. This is the culminating standard for several years' worth of work with division of whole numbers.
MACC.6.NS.2.3:	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students fluently add, subtract, multiply, and divide multidigit decimals using the standard algorithm for each operation. This is the culminating standard for several years' worth of work relating to the domains of Number and Operations in Base Ten, Operations and Algebraic Thinking, and Number and Operations — Fractions.

MACC.6.NS.2.4:	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*
MACC.6.NS.3.5:	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
MACC.6.NS.3.6:	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
MACC.6.NS.3.7:	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 ºC > –7 ºC to express the fact that –3 ºC is warmer than –7 ºC.*

	c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*
MACC.6.NS.3.8:	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. Remarks/Examples **Examples of Opportunities for In-Depth Focus** When students work with rational numbers in the coordinate plane to solve problems, they combine and consolidate elements from the other standards in this cluster.
MACC.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
MACC.6.RP.1.2:	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*
MACC.6.RP.1.3:	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

	a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Remarks/Examples **Examples of Opportunities for In-Depth Focus** When students work toward meeting this standard, they use a range of reasoning and representations to analyze proportional relationships.
MACC.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
MACC.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
MACC.6.SP.1.3:	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
MACC.6.SP.2.4:	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
MACC.6.SP.2.5:	Summarize numerical data sets in relation to their context, such as by:

	a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
MACC.7.EE.1.1:	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
MACC.7.EE.1.2:	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*
MACC.7.RP.1.1:	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.*
MACC.7.NS.1.1:	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in

	real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.
MACC.7.NS.1.2:	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

	Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.
MACC.7.NS.1.3:	Solve real-world and mathematical problems involving the four operations with rational numbers. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard (which is closely connected to 7.NS.1.1 and 7.NS.1.2), they consolidate their skill and understanding of addition, subtraction, multiplication and division of rational numbers.
MACC.7.RP.1.2:	Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.*

	d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. Remarks/Examples
	Examples of Opportunities for In-Depth Focus Students in grade 7 grow in their ability to recognize, represent, and analyze proportional relationships in various ways, including by using tables, graphs, and equations.
MACC.7.RP.1.3:	Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*
MACC.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MACC.K12.MP.2.1:	**Reason abstractly and quantitatively**. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MACC.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MACC.K12.MP.4.1:	**Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MACC.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website,

	and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MACC.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MACC.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

MACC.K12.MP.8.1:	**Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

RELATED GLOSSARY TERM DEFINITIONS (48)

Approximate:	A number or measurement that is close to or near its exact value.
Area:	The number of square units needed to cover a surface.
Categorical Data:	Types of data which may be divided into groups. Examples of categorical variables are sex, age group, and educational level.
Central tendency:	A measure used to describe data (e.g., mean, mode, median).
Chart:	A data display that presents information in columns and rows.
Circumference:	The distance around a circle.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Depth:	The depth of a box is the horizontal distance from front to back.

Diameter:	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
Dimension:	The number of coordinates used to express a position.
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Estimation:	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Frequency table:	A table that shows how often each item, number, or range of numbers occurs in a set of data.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Integers:	The numbers in the set {…-4, -3, -2, -1, 0, 1, 2, 3, 4…}.
Length:	A one-dimensional measure that is the measurable property of line segments.
Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Literal equations:	An equation that contains more than one variable; an implicit equation; often mathematical formula.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic

	average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Outlier:	An outlier is a data point that lies outside the overall pattern of a distribution. An outlier is usually a point which falls more than 1.5 times the interquartile range above the third quartile or below the first quartile. Outliers can also be identified on a scatter plot.
Parallelogram:	A quadrilateral in which both pairs of opposite sides are parallel.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Perimeter:	The distance around a two dimensional figure.
Plane figure:	A two-dimensional figure that lies entirely within a single plane.

Point:	A specific location in space that has no discernable length or width.
Prism:	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.
Quadrant:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Rectangular prism:	A six-sided polyhedron with congruent rectangular parallel bases, joined by faces that are parallelograms.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: y=5t - 3 Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Two-dimensional figure:	A figure having length and width.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Fraction:	A rational number expressed in the form $^{a}/_{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Function:	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Pi:	The symbol designating the ratio of the circumference of a circle to its diameter. It is an irrational number with common approximations

	of either 3.14 of 22/7.
Ratio:	The comparison of two quantities, the ratio of a and b is a:b or a to b or a/b, where b ≠ 0.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.

Course: M/J Mathematics 1- 1205010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3657.aspx

BASIC INFORMATION

Course Title:	M/J Mathematics 1
Course Number:	1205010
Course Abbreviated Title:	M/J MATH 1
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Mathematics **SubSubject:** General Mathematics
Course length:	Year (Y)
Course Type:	Core
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	During the 2013-2014 school year, Florida will be transitioning to the Common Core State Standards for Mathematics. The content standards for M/J Mathematics 1 are based upon these new standards; however, during this transition year, students will be assessed using the FCAT 2.0 for Grade 6 aligned with the Next Generation Sunshine State Standards (NGSSS). For this reason, instruction should include the following NGSSS: MA.6.A.1.3, MA.6.A.3.2, MA.6.A.3.3, MA.6.A.5.1, MA.6.A.5.2, MA.6.A.5.3, MA.6.G.4.1, MA.6.G.4.2, MA.6.G.4.3, MA.6.S.6.1, MA.6.S.6.2.
General Notes:	MACC.6

	In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. (1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates. (2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane. (3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities. (4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle

	value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different set of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected. Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

STANDARDS (57)

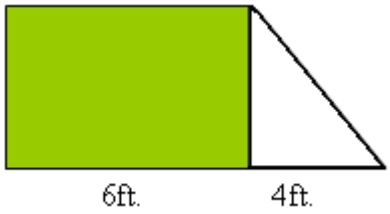
LACC.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LACC.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LACC.68.WHST.1.1:	Write arguments focused on *discipline-specific content.* a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style.

	e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MA.6.A.1.3:	Solve real-world problems involving multiplication and division of fractions and decimals. Remarks/Examples
	This standard includes finding the solution to multi-step problems. Example: How many quarter-pound hamburgers can be made from 3 1/2 pounds of ground beef?
MA.6.A.3.2:	Write, solve, and graph one- and two- step linear equations and inequalities. Remarks/Examples
	The context should include patterns, models and relationships. Students should explore how "greater than or equal to" and strictly "greater than" are similar and different. A number line is a useful tool for modeling situations and inequalities such as "You have to be at least 40 inches tall to a ride roller coaster." and "x = 40". Graphing on coordinate plane is still limited to the first quadrant, but they can explore negative and positive integers on number line. Example: The height of a tree was 7 inches in the year 2000. Each year the same tree grew an additional 10 inches. Write an equation to show the height *h* of the tree in *y* years. Let y be the number of years after the year 2000. Graph the height of the tree for the first 20

	years. The most literal equation might be 7 + 10y = h.
MA.6.A.3.3:	Work backward with two-step function rules to undo expressions. Remarks/Examples
	Example: Sam set a function machine to multiply by 3, and then to add 4. He showed his chart to Wanda. How can Wanda find the missing input number? IN OUT 1 7 5 19 20 64 100 304 ? 79
MA.6.A.5.1:	Use equivalent forms of fractions, decimals, and percents to solve problems. Remarks/Examples
	Example: John scored 75% on a test and Mary has 8 out of 12 correct on the same test. Each test item is worth the same amount of points. Who has the better score?
MA.6.A.5.2:	Compare and order fractions, decimals, and percents, including finding their approximate location on a number line. Remarks/Examples
	Example: Approximate the location of each of these values on a number line: 2/3, 0.57, and 0.575.
MA.6.A.5.3:	Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results. Remarks/Examples
	Example: Amy bought 5 notebooks at $3.61 each. She estimated how much she needs to pay and gave the cashier $15. Is Amy's estimation appropriate? Explain your reasoning.

MA.6.G.4.1:	Understand the concept of Pi, know common estimates of Pi (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles. Remarks/Examples
	Using various circular objects, students determine that the ratio of circumference to diameter approximates the value of Pi.
MA.6.G.4.2:	Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. Remarks/Examples
	Example: Students see that the formula for the area of a circle is plausible by decomposing a circle into a number of wedges and rearranging them into shapes that approximates a parallelogram. Example: Students might trace their foot on a piece of grid paper and use the full squares and the partial squares to estimate the area of the bottom of their foot.
MACC.6.EE.1.4:	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
MACC.6.EE.2.5:	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
MA.6.G.4.3:	Determine a missing dimension of a plane figure or prism given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. Remarks/Examples
	Example: The volume of a rectangular prism is 112 cubic cm. The length is 7 cm, and the height is 8 cm. What is the depth of the prism?

	Example: The figure below shows the floor of a living room. The rectangular part is covered with a carpet that covers a 22 square feet area. The house owner wants to cover the triangular part with carpet as well. Use the information provided in figure to determine the minimum additional carpet that will need to be purchased to cover the floor. 
MA.6.S.6.1:	Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data. Remarks/Examples
	Students should make frequency tables for numerical or categorical data, grouping data in different ways to investigate how different groupings describe the data. This is the first time in 2007 Florida mathematics standards that students are expected to use mean, median, mode, and range in a formal sense to describe a set of data.
MA.6.S.6.2:	Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately. Remarks/Examples
	A teacher can give students data sets that contain test/quiz grades for hypothetical classes. Students are asked to calculate and compare

	the class mean, median, mode, and range and discuss the effects of any outliers on the measures of central tendency.
MACC.6.EE.1.1:	Write and evaluate numerical expressions involving whole-number exponents.
MACC.6.EE.1.2:	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.*
MACC.6.EE.1.3:	Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* Remarks/Examples
	Examples of Opportunities for In-Depth Focus By applying properties of operations to generate equivalent expressions, students use properties of operations that they are familiar with from previous grades' work with numbers — generalizing arithmetic in the process.

MACC.6.EE.2.6:	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
MACC.6.EE.2.7:	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all non-negative rational numbers. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students write equations of the form x + p = q and px = q to solve real-world and mathematical problems, they draw on meanings of operations that they are familiar with from previous grades' work. They also begin to learn algebraic approaches to solving problems.[16] [16] For example, suppose Daniel went to visit his grandmother, who gave him $5.50. Then he bought a book costing $9.20 and had $2.30 left. To find how much money he had before visiting his grandmother, an algebraic approach leads to the equation x + 5.50 – 9.20 = 2.30. An arithmetic approach without using variables at all would be to begin with 2.30, then add 9.20, then subtract 5.50. This yields the desired answer, but students will eventually encounter problems in which arithmetic approaches are unrealistically difficult and algebraic approaches must be used.
MACC.6.EE.2.8:	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
MACC.6.EE.3.9:	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the*

	equation d = 65t to represent the relationship between distance and time.
MACC.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
MACC.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
MACC.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
MACC.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
MACC.6.NS.1.1:	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?* Remarks/Examples
	Examples of Opportunities for In-Depth Focus This is a culminating standard for extending multiplication and division to fractions.

	Fluency Expectations or Examples of Culminating Standards Students interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions. This completes the extension of operations to fractions.
MACC.6.NS.2.2:	Fluently divide multi-digit numbers using the standard algorithm. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students fluently divide multidigit numbers using the standard algorithm. This is the culminating standard for several years' worth of work with division of whole numbers.
MACC.6.NS.2.3:	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students fluently add, subtract, multiply, and divide multidigit decimals using the standard algorithm for each operation. This is the culminating standard for several years' worth of work relating to the domains of Number and Operations in Base Ten, Operations and Algebraic Thinking, and Number and Operations — Fractions.
MACC.6.NS.2.4:	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*
MACC.6.NS.3.5:	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and

	negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
MACC.6.NS.3.6:	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
MACC.6.NS.3.7:	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 ºC > –7 ºC to express the fact that –3 ºC is warmer than –7 ºC.* c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*

MACC.6.NS.3.8:	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work with rational numbers in the coordinate plane to solve problems, they combine and consolidate elements from the other standards in this cluster.
MACC.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
MACC.6.RP.1.2:	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*
MACC.6.RP.1.3:	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

	d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard, they use a range of reasoning and representations to analyze proportional relationships.
MACC.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
MACC.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
MACC.6.SP.1.3:	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
MACC.6.SP.2.4:	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
MACC.6.SP.2.5:	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

MACC.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MACC.K12.MP.2.1:	**Reason abstractly and quantitatively**. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to

	compute them; and knowing and flexibly using different properties of operations and objects.
MACC.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MACC.K12.MP.4.1:	**Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their

	relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MACC.K12.MP.5.1:	**Use appropriate tools strategically.** Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MACC.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the

	elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MACC.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
MACC.K12.MP.8.1:	**Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

RELATED GLOSSARY TERM DEFINITIONS (48)

Approximate:	A number or measurement that is close to or near its exact value.
Area:	The number of square units needed to cover a surface.
Categorical Data:	Types of data which may be divided into groups. Examples of categorical variables are sex, age group, and educational level.
Central tendency:	A measure used to describe data (e.g., mean, mode, median).
Chart:	A data display that presents information in columns and rows.
Circumference:	The distance around a circle.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Depth:	The depth of a box is the horizontal distance from front to back.
Diameter:	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
Dimension:	The number of coordinates used to express a position.
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Estimation:	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.

Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Frequency table:	A table that shows how often each item, number, or range of numbers occurs in a set of data.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Integers:	The numbers in the set {…-4, -3, -2, -1, 0, 1, 2, 3, 4…}.
Length:	A one-dimensional measure that is the measurable property of line segments.
Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Literal equations:	An equation that contains more than one variable; an implicit equation; often mathematical formula.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.

Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Outlier:	An outlier is a data point that lies outside the overall pattern of a distribution. An outlier is usually a point which falls more than 1.5 times the interquartile range above the third quartile or below the first quartile. Outliers can also be identified on a scatter plot.
Parallelogram:	A quadrilateral in which both pairs of opposite sides are parallel.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Perimeter:	The distance around a two dimensional figure.
Plane figure:	A two-dimensional figure that lies entirely within a single plane.
Point:	A specific location in space that has no discernable length or width.
Prism:	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.
Quadrant:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Rectangular prism:	A six-sided polyhedron with congruent rectangular parallel bases, joined by faces that are parallelograms.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example:

	y=5t - 3 Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Two-dimensional figure:	A figure having length and width.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Fraction:	A rational number expressed in the form $^{a}/_{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Function:	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Pi:	The symbol designating the ratio of the circumference of a circle to its diameter. It is an irrational number with common approximations of either 3.14 of 22/7.
Ratio:	The comparison of two quantities, the ratio of a and b is a:b or a to b or a/b, where $b \neq 0$.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.

Course: M/J Intensive Mathematics (MC)-1204000

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4883.aspx

BASIC INFORMATION

Course Title:	M/J Intensive Mathematics (MC)
Course Number:	1204000
Course Abbreviated Title:	M/J INTENS MATH (MC)
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Mathematics **SubSubject:** Remedial Mathematics
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	For each year in which a student scores at Level 1 on FCAT 2.0 Mathematics, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

STANDARDS (105)

LACC.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6

	topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LACC.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LACC.68.WHST.1.1:	Write arguments focused on *discipline-specific content.* a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

	b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LACC.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

LACC.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LACC.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LACC.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LACC.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
MACC.6.EE.1.1:	Write and evaluate numerical expressions involving whole-number exponents.
MACC.6.EE.1.2:	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example,*

	describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.*
MACC.6.EE.1.3:	Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* Remarks/Examples
	Examples of Opportunities for In-Depth Focus By applying properties of operations to generate equivalent expressions, students use properties of operations that they are familiar with from previous grades' work with numbers — generalizing arithmetic in the process.
MACC.6.EE.1.4:	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
MACC.6.EE.2.5:	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
MACC.6.EE.2.6:	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a

	variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
MACC.6.EE.2.7:	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all non-negative rational numbers. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students write equations of the form x + p = q and px = q to solve real-world and mathematical problems, they draw on meanings of operations that they are familiar with from previous grades' work. They also begin to learn algebraic approaches to solving problems.[16] [16] For example, suppose Daniel went to visit his grandmother, who gave him $5.50. Then he bought a book costing $9.20 and had $2.30 left. To find how much money he had before visiting his grandmother, an algebraic approach leads to the equation x + 5.50 – 9.20 = 2.30. An arithmetic approach without using variables at all would be to begin with 2.30, then add 9.20, then subtract 5.50. This yields the desired answer, but students will eventually encounter problems in which arithmetic approaches are unrealistically difficult and algebraic approaches must be used.
MACC.8.G.2.8:	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
MACC.6.EE.2.8:	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
MACC.6.EE.3.9:	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the*

	equation d = 65t to represent the relationship between distance and time.
MACC.6.G.1.1:	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
MACC.6.G.1.2:	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
MACC.6.G.1.3:	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
MACC.6.G.1.4:	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
MACC.6.NS.1.1:	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?* Remarks/Examples
	Examples of Opportunities for In-Depth Focus This is a culminating standard for extending multiplication and division to fractions.

	Fluency Expectations or Examples of Culminating Standards Students interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions. This completes the extension of operations to fractions.
MACC.6.NS.2.2:	Fluently divide multi-digit numbers using the standard algorithm. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students fluently divide multidigit numbers using the standard algorithm. This is the culminating standard for several years' worth of work with division of whole numbers.
MACC.6.NS.2.3:	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students fluently add, subtract, multiply, and divide multidigit decimals using the standard algorithm for each operation. This is the culminating standard for several years' worth of work relating to the domains of Number and Operations in Base Ten, Operations and Algebraic Thinking, and Number and Operations — Fractions.
MACC.6.NS.2.4:	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*
MACC.6.NS.3.5:	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and

	negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
MACC.6.NS.3.6:	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
MACC.6.SP.1.1:	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
MACC.6.SP.1.2:	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
MACC.6.SP.1.3:	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
MACC.6.SP.2.4:	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
MACC.6.NS.3.7:	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is*

	located to the right of –7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 ºC > –7 ºC to express the fact that –3 ºC is warmer than –7 ºC.* c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*
MACC.6.NS.3.8:	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work with rational numbers in the coordinate plane to solve problems, they combine and consolidate elements from the other standards in this cluster.
MACC.6.RP.1.1:	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
MACC.6.RP.1.2:	Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*

MACC.6.RP.1.3:	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard, they use a range of reasoning and representations to analyze proportional relationships.
MACC.6.SP.2.5:	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

MACC.7.EE.1.1:	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
MACC.7.EE.1.2:	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*
MACC.7.EE.2.3:	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.* Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students solve multistep problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. This work is the culmination of many progressions of learning in arithmetic, problem solving and mathematical practices. **Examples of Opportunities for In-Depth Focus** This is a major capstone standard for arithmetic and its applications.
MACC.7.RP.1.1:	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.*

MACC.7.SP.3.5:	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
MACC.7.SP.3.6:	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
MACC.7.EE.2.4:	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.* Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards In solving word problems leading to one-variable equations of the form px + q = r and p(x + q) = r, students solve the equations fluently. This will require fluency with rational number arithmetic (7.NS.1.1–1.3), as well as fluency to some extent with applying properties operations to rewrite linear expressions with rational coefficients

	(7.EE.1.1). **Examples of Opportunities for In-Depth Focus** Work toward meeting this standard builds on the work that led to meeting 6.EE.2.7 and prepares students for the work that will lead to meeting 8.EE.3.7.
MACC.7.G.1.1:	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
MACC.7.G.1.2:	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
MACC.7.G.1.3:	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
MACC.7.G.2.4:	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
MACC.7.G.2.5:	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
MACC.7.G.2.6:	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Remarks/Examples
	Examples of Opportunities for In-Depth Focus Work toward meeting this standard draws together grades 3–6 work with geometric measurement.
MACC.7.NS.1.1:	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

	a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.
MACC.7.NS.1.2:	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret

	products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.
MACC.7.NS.1.3:	Solve real-world and mathematical problems involving the four operations with rational numbers. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard (which is closely connected to 7.NS.1.1 and 7.NS.1.2), they consolidate their skill and understanding of addition, subtraction, multiplication and division of rational numbers.

MACC.7.RP.1.2:	Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.* d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. Remarks/Examples
	Examples of Opportunities for In-Depth Focus Students in grade 7 grow in their ability to recognize, represent, and analyze proportional relationships in various ways, including by using tables, graphs, and equations.
MACC.7.RP.1.3:	Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*
MACC.7.SP.1.1:	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

MACC.7.SP.1.2:	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*
MACC.7.SP.2.3:	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
MACC.7.SP.2.4:	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*
MACC.7.SP.3.7:	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
MACC.7.SP.3.8:	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

	a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*
MACC.8.EE.1.1:	Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,* $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$
MACC.8.EE.1.2:	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.
MACC.8.EE.1.3:	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.*
MACC.8.EE.1.4:	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
MACC.8.EE.2.5:	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving*

	objects has greater speed. Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard, they build on grades 6–7 work with proportions and position themselves for grade 8 work with functions and the equation of a line.
MACC.8.EE.2.6:	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
MACC.8.EE.3.7:	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards Students have been working informally with one-variable linear equations since as early as kindergarten. This important line of development culminates in grade 8 with the solution of general one-variable linear equations, including cases with infinitely many solutions or no solutions as well as cases requiring algebraic manipulation using properties of operations. Coefficients and constants in these equations may be any rational numbers. **Examples of Opportunities for In-Depth Focus**

	This is a culminating standard for solving one-variable linear equations.
MACC.8.EE.3.8:	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.* c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.* Remarks/Examples
	Examples of Opportunities for In-Depth Focus When students work toward meeting this standard, they build on what they know about two-variable linear equations, and they enlarge the varieties of real-world and mathematical problems they can solve.
MACC.8.F.1.1:	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
MACC.8.F.1.2:	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.* Remarks/Examples

	Examples of Opportunities for In-Depth Focus Work toward meeting this standard repositions previous work with tables and graphs in the new context of input/output rules.
MACC.8.F.1.3:	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function A = s² giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*
MACC.8.F.2.4:	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
MACC.8.F.2.5:	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
(Florida: MACC.8.G.1.4):	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two dimensional figures, describe a sequence that exhibits the similarity between them.
MACC.8.G.1.1:	Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
MACC.8.G.1.2:	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

MACC.8.G.1.3:	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
MACC.8.G.1.5:	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*
MACC.8.G.2.6:	Explain a proof of the Pythagorean Theorem and its converse.
MACC.8.G.2.7:	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. Remarks/Examples
	Examples of Opportunities for In-Depth Focus The Pythagorean theorem is useful in practical problems, relates to grade-level work in irrational numbers and plays an important role mathematically in coordinate geometry in high school.
MACC.8.G.3.9:	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. Remarks/Examples
	Fluency Expectations or Examples of Culminating Standards When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.
MACC.8.NS.1.1:	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats

	eventually, and convert a decimal expansion which repeats eventually into a rational number.
MACC.8.NS.1.2:	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*
MACC.8.SP.1.1:	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
MACC.8.SP.1.2:	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
MACC.8.SP.1.3:	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
MACC.8.SP.1.4:	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*
MACC.K12.MP.1.1:	**Make sense of problems and persevere in solving them.** Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler

	forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MACC.K12.MP.2.1:	**Reason abstractly and quantitatively**. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MACC.K12.MP.3.1:	**Construct viable arguments and critique the reasoning of others.** Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures.

	They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MACC.K12.MP.4.1:	**Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MACC.K12.MP.5.1:	**Use appropriate tools strategically.**

	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MACC.K12.MP.6.1:	**Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MACC.K12.MP.7.1:	**Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or

	they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
MACC.K12.MP.8.1:	**Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

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BASIC INFORMATION

Course Title:	M/J Library Skills/Information Literacy
Course Number:	1100000
Course Abbreviated Title:	M/J LIB SKLS/IL
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Library Media **SubSubject:** General
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course. **Special Note:** This course may be repeated utilizing the grade level appropriate benchmarks.

STANDARDS (86)

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 students gain adequate mastery of a range of skills and applications. 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.*

The Common Core Mathematical Practices should be incorporated as appropriate.

With reference to W.2.4 standard W.1.3 reads as follows:
LACC.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant decscriptive details and sensory language to convey experiences and events.
e. Provide a conclusion that follows from the narrrated experiences or events.

LACC.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant decscriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrrated experiences or events.

LACC.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b. Use narrative techniques such as dialogue, pacing, description,and reflection, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
d. Use precise words and phrases, relevant decscriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrrated experiences or events.

LACC.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LACC.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LACC.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LACC.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LACC.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LACC.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

LACC.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LACC.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LACC.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LACC.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to

	inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LACC.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
LACC.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LACC.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LACC.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LACC.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LACC.6.RH.1.1:	Cite specific textual evidence to support analysis of primary and

	secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LACC.68.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LACC.68.RST.1.2:	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LACC.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.RST.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LACC.68.RST.2.6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LACC.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LACC.68.RST.3.8:	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LACC.68.RST.3.9:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

LACC.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LACC.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LACC.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LACC.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LACC.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LACC.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LACC.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an

	understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
LACC.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and

	collaborate with others, including linking to and citing sources.
LACC.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LACC.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LACC.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LACC.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LACC.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

LACC.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LACC.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LACC.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LACC.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LACC.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LACC.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LACC.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LACC.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

LACC.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
LACC.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LACC.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LACC.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of

	each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
MU.68.F.3.2:	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
TH.68.C.2.3:	Ask questions to understand a peer's artistic choices for a performance or design.
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art. Remarks/Examples e.g., convey depth, scale
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects. Remarks/Examples e.g., from history, environment, literary works
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. Remarks/Examples e.g., ethics, plagiarism, appropriation from the Internet and other sources

LACC.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LACC.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LACC.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LACC.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LACC.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LACC.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LACC.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LACC.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LACC.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LACC.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LACC.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
LACC.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LACC.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LACC.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Course: M/J Language Arts 3 Through ESOL-1002020

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3807.aspx

BASIC INFORMATION

Course Title:	M/J Language Arts 3 Through ESOL
Course Number:	1002020
Course Abbreviated Title:	M/J LANG ARTS 3 ESOL
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English
Course length:	Year (Y)
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:
	• 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

Course: M/J Developmental Language Arts Through ESOL (MC)- 1002180

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3805.aspx

BASIC INFORMATION

Course Title:	M/J Developmental Language Arts Through ESOL (MC)
Course Number:	1002180
Course Abbreviated Title:	M/J DE LANG ART ESOL
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English for Speakers of Other Languages
Course length:	Year (Y)
Course Type:	Elective
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading, writing, listening, and speaking skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response

	to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time. The multiple credit courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.
General Notes:	The course includes, but is not limited to, the following: • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone; • analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole; • integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words; • delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence; • analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; • writing in response to reading, emulating authors' structures, word choices, styles, etc. **Additional Notes:** Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures

and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

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

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

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format

	plays in student test performance. **In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.** *The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

STANDARDS (129)

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-*

Course: M/J Journalism 2- 1006010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4920.aspx

BASIC INFORMATION

Course Title:	M/J Journalism 2
Course Number:	1006010
Grade Level(s):	7
Course Abbreviated Title:	M/J JOURN 2
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** Media
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	State Board Approved
Version Description:	The purpose of this course is to enable grade 7 students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.
General Notes:	**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning. 1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.

	2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
Verion Requirements:	The content should include, but not be limited to, the following: • demonstrating skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio • demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media • using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages • demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

STANDARDS (27)

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

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

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

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

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

Additional Requirements:
The followign Common Core State Standards for Mathematical Practices (MP) are applicable to all content areas.

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

HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Remarks/Examples
	Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.

LACC.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LACC.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).* b. Spell correctly.
LACC.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LACC.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
LACC.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LACC.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LACC.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LACC.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LACC.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LACC.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
LACC.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

	d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey

	experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LACC.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
LACC.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LACC.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LACC.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

LACC.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Course: M/J Journalism 1- 1006000

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4919.aspx

BASIC INFORMATION

Course Title:	M/J Journalism 1
Course Number:	1006000
Grade Level(s):	6
Course Abbreviated Title:	M/J JOURN 1
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** Media
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	The purpose of this course is to enable grade 6 students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.
General Notes:	**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning. 1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.

	2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
Verion Requirements:	The content should include, but not be limited to, the following: • demonstrating entry-level skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio • demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media • using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages • demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

STANDARDS (27)

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

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

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

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

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

Additional Requirements:
The followign Common Core State Standards for Mathematical Practices (MP) are applicable to all content areas.

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

HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Remarks/Examples
	Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.

LACC.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LACC.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
LACC.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
LACC.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries,

	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
LACC.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LACC.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing

	their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LACC.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
LACC.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships

	among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LACC.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LACC.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated

	experiences or events.
LACC.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
LACC.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LACC.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LACC.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LACC.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LACC.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Course: M/J Developmental Language Arts Through ESOL - Reading- 1002181

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3804.aspx

BASIC INFORMATION

Course Title:	M/J Developmental Language Arts Through ESOL - Reading
Course Number:	1002181
Course Abbreviated Title:	M/J DE LA ESOL-READ
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English for Speakers of Other Languages
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Course Type:	Elective
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research

	opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time. The multiple credit courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.
General Notes:	**General Notes:** The course includes, but is not limited to, the following: • determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas; • interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone; • analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole; • integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words; • delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence; • analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take; • writing in response to reading, emulating authors' structures, word choices, styles, etc. **Additional Notes:** Students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of

text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in **accelerating** the development of literacy skills in older readers.

The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

Special Notes:

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

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

Achievement on standardized tests assessing reading and writing skills is a reflection of students' confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be

	limited, given most students' vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance. **In those instances when this course is repeated, the content should be differentiated based on reliable and valid assessment data. If repeated, the required level of student proficiency should increase. If students are making adequate progress (accelerated growth) in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.** *The College and Career Readiness (CCR) standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

STANDARDS (93)

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

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

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

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

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

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

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 Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These 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.*

LA.6.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.6.1.7.5:	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;
LA.6.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.7.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.7.1.7.5:	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;
LA.7.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings,

	captions, bold print, italics, glossaries, indices, key/guide words);
LA.8.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.8.1.7.5:	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;
LA.8.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

LACC.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LACC.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LACC.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LACC.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LACC.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LACC.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LACC.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LACC.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LACC.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LACC.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LACC.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LACC.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LACC.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LACC.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LACC.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LACC.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LACC.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its

	precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
LACC.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LACC.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LACC.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LACC.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

LACC.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LACC.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LACC.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LACC.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LACC.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LACC.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LACC.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LACC.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LACC.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LACC.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band

	proficiently, with scaffolding as needed at the high end of the range.
LACC.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LACC.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a

	text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
LACC.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LACC.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
LACC.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or

	expression.
LACC.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LACC.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LACC.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LACC.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LACC.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LACC.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LACC.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LACC.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LACC.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LACC.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LACC.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LACC.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LACC.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LACC.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LACC.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LACC.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define

	individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LACC.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LACC.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LACC.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LACC.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.*

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Standard Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* **The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.6.L.2.3a, LACC.6.L.2.3b, LACC.7.L.2.3a.**

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 Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These 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.*

LA.6.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.6.1.7.5:	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;
LA.6.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.7.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.7.1.7.5:	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;
LA.7.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.8.1.7.4:	The student will identify cause-and-effect relationships in text;

LA.8.1.7.5:	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;
LA.8.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
LACC.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
LACC.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LACC.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
LACC.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LACC.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LACC.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LACC.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LACC.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LACC.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence

	from claims that are not.
LACC.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LACC.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LACC.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LACC.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LACC.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LACC.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LACC.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing

	their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LACC.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
LACC.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships

	among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LACC.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LACC.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated

	experiences or events.
LACC.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
LACC.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LACC.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LACC.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LACC.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LACC.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LACC.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).* b. Spell correctly.
LACC.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LACC.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the

	words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
LACC.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LACC.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LACC.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LACC.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LACC.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LACC.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LACC.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as

	needed at the high end of the range.
LACC.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LACC.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LACC.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LACC.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LACC.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LACC.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LACC.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LACC.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as

	needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LACC.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LACC.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
LACC.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey

	ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LACC.7.W.2.4:	Produce clear and coherent writing in which the development,

	organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
LACC.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LACC.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LACC.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LACC.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LACC.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
LACC.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LACC.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words

	with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
LACC.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LACC.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LACC.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LACC.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LACC.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LACC.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LACC.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

LACC.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LACC.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LACC.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LACC.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LACC.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LACC.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LACC.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LACC.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LACC.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LACC.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LACC.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LACC.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LACC.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
LACC.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting

	to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LACC.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
LACC.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LACC.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LACC.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g.,

	"Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LACC.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- 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 (53)

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.8.L.1.1d.**

Additional Requirements:
The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

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

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.*

HE.8.B.3.3:	Recommend a variety of technologies to gather health information. Remarks/Examples Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.
HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Remarks/Examples Refusal skills, nonverbal communication, asking questions, “I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action.

	Remarks/Examples Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. Remarks/Examples Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
LA.8.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.8.1.7.5:	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;
LA.8.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.

LACC.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
LACC.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LACC.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
LACC.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LACC.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LACC.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LACC.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LACC.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LACC.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is

	introduced.
LACC.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LACC.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LACC.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LACC.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LACC.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LACC.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LACC.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LACC.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LACC.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

LACC.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LACC.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LACC.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LACC.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LACC.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
LACC.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons

	and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing,

	description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LACC.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
LACC.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LACC.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LACC.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of

	events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LACC.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

LACC.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LACC.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LACC.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LACC.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LACC.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LACC.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LACC.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LACC.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LACC.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LACC.8.RL.2.6:	Analyze how differences in the points of view of the characters and

	the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LACC.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LACC.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LACC.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LACC.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LACC.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LACC.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Course: M/J Language Arts 1- 1001010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3729.aspx

BASIC INFORMATION

Course Title:	M/J Language Arts 1
Course Number:	1001010
Course Abbreviated Title:	M/J LANG ARTS 1
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
General Notes:	The content should include, but not be limited to, the following: • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn • analysis of literature and informational texts from varied literary periods to examine: ○ text craft and structure ○ elements of literature ○ arguments and claims supported by textual evidence ○ power and impact of language ○ influence of history, culture, and setting on language

- personal critical and aesthetic response

- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence

- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

- collaboration amongst peers

Special Notes:

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

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

	4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). *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 (53)

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

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

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

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

Course: M/J Language Arts 2 Through ESOL-1002010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3799.aspx

BASIC INFORMATION

Course Title:	M/J Language Arts 2 Through ESOL
Course Number:	1002010
Course Abbreviated Title:	M/J LANG ARTS 2 ESOL
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English
Course length:	Year (Y)
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:
	• 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 (54)

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

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

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

Language
The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.7.L.1.1c, LACC.L.2.3a**

Additional Requirements:
The following Common Core State Standards for Mathematical Practices are applicable to all

content areas.

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

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.*

HE.7.B.3.3:	Compare a variety of technologies to gather health information. Remarks/Examples WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Remarks/Examples Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self

	and others. Remarks/Examples "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.1:	Predict when health-related situations require the application of a thoughtful decision-making process. Remarks/Examples Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Remarks/Examples Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
LA.7.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.7.1.7.5:	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;
LA.7.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and

	their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LACC.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).* b. Spell correctly.
LACC.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LACC.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

LACC.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
LACC.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LACC.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LACC.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LACC.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LACC.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

LACC.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LACC.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LACC.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LACC.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LACC.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LACC.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LACC.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LACC.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LACC.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7

	topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LACC.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LACC.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
LACC.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LACC.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LACC.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LACC.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
LACC.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LACC.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LACC.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of

	others while avoiding plagiarism and following a standard format for citation.
LACC.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.13:	Examine multiple perspectives on public and current issues.

Course: M/J Language Arts 1 Through ESOL-1002000

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3795.aspx

BASIC INFORMATION

Course Title:	M/J Language Arts 1 Through ESOL
Course Number:	1002000
Course Abbreviated Title:	M/J LANG ARTS 1 ESOL
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to enable middle school students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

General Notes:	The content should include, but not be limited to, the following:
	• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
	• analysis of literature and informational texts from varied literary periods to examine:
	  ○ text craft and structure
	  ○ elements of literature
	  ○ arguments and claims supported by textual evidence
	  ○ power and impact of language

- influence of history, culture, and setting on language
- personal critical and aesthetic response

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

Special Notes:

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

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

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 (53)

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.6.L.1.1c, LACC.6.L.1.1d, LACC.6.1.1e, LACC.6.L.2.3a, LACC.6.L.2.3b**

Additional Requirements:
The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

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

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.

HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Remarks/Examples Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Remarks/Examples Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Remarks/Examples Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Remarks/Examples Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a

	thoughtful decision-making process. Remarks/Examples Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Remarks/Examples Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
LA.6.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.6.1.7.5:	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;
LA.6.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

LACC.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
LACC.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
LACC.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g.,

	cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
LACC.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LACC.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LACC.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LACC.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LACC.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LACC.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LACC.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as

	needed at the high end of the range.
LACC.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LACC.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LACC.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LACC.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LACC.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LACC.6.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and

	evidence from claims that are not”).
LACC.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.SL.1.3:	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LACC.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
LACC.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence.

	a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LACC.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
LACC.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

LACC.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
LACC.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
LACC.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LACC.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LACC.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Course: M/J Language Arts 3, Advanced-1001080

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3719.aspx

BASIC INFORMATION

Course Title:	M/J Language Arts 3, Advanced
Course Number:	1001080
Course Abbreviated Title:	M/J LANG ARTS 3, ADV
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	**Course Description:** The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. **Honors and Advanced Level Course Note:** 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.
General Notes:	The content should include, but not be limited to, the following:

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

Special Notes:

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

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

	opportunities (claims and evidence). *The Core Curriculum 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 (52)

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

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

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

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

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.8.L.1.1d**

Additional Requirements:
The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

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

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.*

HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Remarks/Examples
	Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples
	Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples
	Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Remarks/Examples
	Consumption of alcohol, sexual situations, use of marijuana,

	prescription-drug abuse, and dating violence.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. Remarks/Examples Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
LA.8.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.8.1.7.5:	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;
LA.8.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
LACC.8.L.1.2:	Demonstrate command of the conventions of standard English

	capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
LACC.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LACC.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words.

	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
LACC.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LACC.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LACC.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LACC.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LACC.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LACC.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LACC.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree

	on matters of fact or interpretation.
LACC.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LACC.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LACC.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LACC.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LACC.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LACC.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LACC.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LACC.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LACC.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing

	their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LACC.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LACC.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LACC.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LACC.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
LACC.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an

	understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to

	convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LACC.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
LACC.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LACC.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LACC.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

	b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LACC.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

Course: M/J Language Arts 3- 1001070

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3732.aspx

BASIC INFORMATION

Course Title:	M/J Language Arts 3
Course Number:	1001070
Course Abbreviated Title:	M/J LANG ARTS 3
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

General Notes:	The content should include, but not be limited to, the following:
	• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
	• analysis of literature and informational texts from varied literary periods to examine:
	  ○ text craft and structure
	  ○ elements of literature
	  ○ arguments and claims supported by textual evidence
	  ○ power and impact of language
	  ○ influence of history, culture, and setting on language

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

Special Notes:

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

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

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 (52)

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

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

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

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

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.8.L.1.1d**

Additional Requirements:
The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

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

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.

HE.8.B.4.1:	Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Remarks/Examples Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
HE.8.B.4.3:	Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples Relationships, territory, jealousy, and gossip/rumors.
HE.8.B.4.4:	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Remarks/Examples Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.2.5:	Research marketing strategies behind health-related media messages. Remarks/Examples

	Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.
LA.8.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.8.1.7.5:	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;
LA.8.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.8.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
LACC.8.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
LACC.8.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular

	effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LACC.8.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.8.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
LACC.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LACC.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LACC.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LACC.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LACC.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LACC.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LACC.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LACC.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LACC.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LACC.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or

	drama propel the action, reveal aspects of a character, or provoke a decision.
LACC.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LACC.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LACC.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LACC.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LACC.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LACC.8.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
LACC.8.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of

	the evidence presented.
LACC.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LACC.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LACC.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LACC.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
LACC.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.8.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.8.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LACC.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
LACC.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LACC.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LACC.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LACC.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SS.8.C.1.5:	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
SS.8.C.1.6:	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

Course: M/J Language Arts 2, Advanced-1001050

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3741.aspx

BASIC INFORMATION

Course Title:	M/J Language Arts 2, Advanced
Course Number:	1001050
Course Abbreviated Title:	M/J LANG ARTS 2, ADV
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	**Course Description:** The purpose of this course is to provide grade 7 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. **Honors and Advanced Level Course Note:** 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.
General Notes:	The content should include, but not be limited to, the following: • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawnanalysis of literature and informational texts from varied literary periods

to examine:

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

Special Notes:

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

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

	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 (54)

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

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

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

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

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.7.1.1c, LACC.7.2.3a**

Additional Requirements:
The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

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

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.*

HE.7.B.3.3:	Compare a variety of technologies to gather health information. Remarks/Examples
	WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Remarks/Examples
	Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples
	Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples
	Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual

	identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Remarks/Examples
	"I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.1:	Predict when health-related situations require the application of a thoughtful decision-making process. Remarks/Examples
	Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples
	Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Remarks/Examples
	Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
LA.7.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.7.1.7.5:	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;
LA.7.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);

LACC.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LACC.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).* b. Spell correctly.
LACC.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LACC.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
LACC.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LACC.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LACC.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LACC.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

LACC.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LACC.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LACC.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LACC.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LACC.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LACC.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LACC.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LACC.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LACC.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LACC.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band

	proficiently, with scaffolding as needed at the high end of the range.
LACC.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LACC.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LACC.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
LACC.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims,

	and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LACC.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LACC.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from

	and supports the information or explanation presented.
LACC.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LACC.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
LACC.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LACC.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

LACC.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.13:	Examine multiple perspectives on public and current issues.

Course: M/J Language Arts 2- 1001040

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3730.aspx

BASIC INFORMATION

Course Title:	M/J Language Arts 2
Course Number:	1001040
Course Abbreviated Title:	M/J LANG ARTS 2
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide grade 7 students, using texts of high complexity, students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

General Notes:	The content should include, but not be limited to, the following:
	• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
	• analysis of literature and informational texts from varied literary periods to examine:
	  ○ text craft and structure
	  ○ elements of literature
	  ○ arguments and claims supported by textual evidence
	  ○ power and impact of language
	  ○ influence of history, culture, and setting on language
	  ○ personal critical and aesthetic response
	• writing for varied purposes

- developing and supporting argumentative claims
- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text- based evidence and reasoning

- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

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

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

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 (54)

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

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

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

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

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.7.1.1c, LACC.7.2.3a**

Additional Requirements:
The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

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

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.

HE.7.B.3.3:	Compare a variety of technologies to gather health information. Remarks/Examples
	WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
HE.7.B.4.1:	Apply effective communication skills when interacting with others to enhance health. Remarks/Examples
	Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
HE.7.B.4.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples
	Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
HE.7.B.4.3:	Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples
	Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Remarks/Examples
	"I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.1:	Predict when health-related situations require the application of a

	thoughtful decision-making process. Remarks/Examples
	Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.
HE.7.C.1.2:	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples
	Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
HE.7.C.2.5:	Analyze how messages from media influence health behaviors. Remarks/Examples
	Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
LA.7.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.7.1.7.5:	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;
LA.7.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

LACC.7.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).* b. Spell correctly.
LACC.7.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LACC.7.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.7.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
LACC.7.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LACC.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LACC.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LACC.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LACC.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LACC.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

LACC.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.7.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LACC.7.RL.1.3:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LACC.7.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LACC.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LACC.7.RL.2.6:	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LACC.7.RL.3.7:	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LACC.7.RL.3.9:	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LACC.7.RL.4.10:	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LACC.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LACC.7.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LACC.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LACC.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
LACC.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

LACC.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
LACC.7.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LACC.7.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LACC.7.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.7.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
LACC.7.W.2.6:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LACC.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LACC.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.7.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism,

	propaganda).
SS.7.C.2.13:	Examine multiple perspectives on public and current issues.

Course: M/J Language Arts 1, Advanced-1001020

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3740.aspx

BASIC INFORMATION

Course Title:	M/J Language Arts 1, Advanced
Course Number:	1001020
Course Abbreviated Title:	M/J LANG ARTS 1, ADV
Course Path:	**Section:** Grades PreK to 12 Education Courses **Grade Group:** Grades 6 to 8 Education Courses **Subject:** Language Arts **SubSubject:** English
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	**Course Description:** The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. **Honors and Advanced Level Course Note:** 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.
General Notes:	The content should include, but not be limited to, the following: • active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawnanalysis of literature and informational texts from varied literary periods

to examine:

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

Special Notes:

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

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

	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 (53)

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

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

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

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

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study: LACC.6.L.1.1c, LACC.6.L.1.1d, LACC.6.L.1.1e, LACC.6.L.1.2a, LACC.6.L.2.3a, LACC.6.L.2.3b**

Additional Requirements:
The following Common Core State Standards for Mathematical Practices are applicable to all

content areas.

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

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.*

HE.6.B.3 Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

HE.6.B.3.3 :	Investigate a variety of technologies to gather health information. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health. Remarks/Examples Thermometer, television, Internet, audio books, and technology tools.

HE.6.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

HE.6.B.4.1 :	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Cognitive Complexity: N/A l 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 Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2 :	Practice refusal skills and negotiation skills to reduce health risks. Cognitive Complexity: N/A l 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 Assertiveness, compromising, and use of "I" messages.
HE.6.B.4.3 :	Demonstrate effective conflict-management and/or resolution strategies. Cognitive Complexity: N/A l 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 Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4 :	Compile ways to ask for assistance to enhance the health of self and others. Cognitive Complexity: N/A l 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 Verbalize, write, and ask others for help.

HE.6.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

HE.6.B.5.1 :	Investigate health-related situations that require the application of a thoughtful decision-making process. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Decision Making - Demonstrate the ability to use decision-making skills to enhance health. Remarks/Examples Peer pressure, exposure to unsupervised firearms, and tobacco use.

HE.6.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.6.C.1.2 :	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

	Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples
	Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.

HE.6.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.6.C.2.5 :	Examine how media influences peer and community health behaviors. Cognitive Complexity: N/A l 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
	Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.

LA.6.1.7 Reading Comprehension

LA.6.1.7.4 :	The student will identify cause-and-effect relationships in text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension
LA.6.1.7.5 :	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; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension

LA.6.2.2 Nonfiction

LA.6.2.2.1 :	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction

LACC.6.L.1 Conventions of Standard English

LACC.6.L.1.1 :	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Conventions of Standard English
LACC.6.L.1.2 :	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Conventions of Standard English

LACC.6.L.2 Knowledge of Language

LACC.6.L.2.3 :	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Knowledge of Language

LACC.6.L.3 Vocabulary Acquisition and Use

LACC.6.L.3.4 :	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Vocabulary Acquisition and Use
LACC.6.L.3.5 :	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Vocabulary Acquisition and Use
LACC.6.L.3.6 :	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

	comprehension or expression. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 12/10 Belongs to: Vocabulary Acquisition and Use

LACC.6.RI.1 Key Ideas and Details

LACC.6.RI.1.1 :	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details
LACC.6.RI.1.2 :	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details
LACC.6.RI.1.3 :	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details

LACC.6.RI.2 Craft and Structure

LACC.6.RI.2.4 :	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure
LACC.6.RI.2.5 :	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure
LACC.6.RI.2.6 :	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.6.RI.3 Integration of Knowledge and Ideas

LACC.6.RI.3.7 :	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas
LACC.6.RI.3.8 :	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas
LACC.6.RI.3.9 :	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas

LACC.6.RI.4 Range of Reading and Level of Text Complexity

LACC.6.RI.4.10 :	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Range of Reading and Level of Text Complexity

LACC.6.RL.1 Key Ideas and Details

LACC.6.RL.1.1 :	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details
LACC.6.RL.1.2 :	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details

LACC.6.RL.1.3 :	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details

LACC.6.RL.2 Craft and Structure

LACC.6.RL.2.4 :	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure
LACC.6.RL.2.5 :	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure
LACC.6.RL.2.6 :	Explain how an author develops the point of view of the narrator or speaker in a text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Craft and Structure

LACC.6.RL.3 Integration of Knowledge and Ideas

LACC.6.RL.3.7 :	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas
LACC.6.RL.3.9 :	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Integration of Knowledge and Ideas

LACC.6.RL.4 Range of Reading and Level of Text Complexity

LACC.6.RL.4.10 :	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Range of Reading and Level of Text Complexity

LACC.6.SL.1 Comprehension and Collaboration

LACC.6.SL.1.1 :	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.6.SL.1.2 :	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
LACC.6.SL.1.3 :	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims

	that are not. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

LACC.6.SL.2 Presentation of Knowledge and Ideas

LACC.6.SL.2.4 :	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas
LACC.6.SL.2.5 :	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas
LACC.6.SL.2.6 :	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Presentation of Knowledge and Ideas

LACC.6.W.1 Text Types and Purposes

LACC.6.W.1.1 :	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date

	Adopted or Revised: 12/10 Belongs to: Text Types and Purposes
LACC.6.W.1.2 :	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes
LACC.6.W.1.3 :	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

	e. Provide a conclusion that follows from the narrated experiences or events. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Text Types and Purposes

LACC.6.W.2 Production and Distribution of Writing

LACC.6.W.2.4 :	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing
LACC.6.W.2.5 :	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing
LACC.6.W.2.6 :	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 12/10 Belongs to: Production and Distribution of Writing

LACC.6.W.3 Research to Build and Present Knowledge

LACC.6.W.3.7 :	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge
LACC.6.W.3.8 :	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date

	Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge
LACC.6.W.3.9 :	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Research to Build and Present Knowledge

LACC.6.W.4 Range of Writing

LACC.6.W.4.10 :	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 12/10 Belongs to: Range of Writing

SS.6.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.6.C.2.1 :	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process. Cognitive Complexity: N/A l 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.

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.6.L.1.1c, LACC.6.L.1.1d, LACC.6.L.1.1e, LACC.6.L.1.2a, LACC.6.L.2.3.B**

Additional Requirements:
The following Common Core State Standards for Mathematical Practices are applicable to all content areas.

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

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.*

HE.6.B.3.3:	Investigate a variety of technologies to gather health information. Remarks/Examples Thermometer, television, Internet, audio books, and technology tools.
HE.6.B.4.1:	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Remarks/Examples Role playing, short stories, and open-ended scenarios.
HE.6.B.4.2:	Practice refusal skills and negotiation skills to reduce health risks. Remarks/Examples Assertiveness, compromising, and use of "I" messages.

HE.6.B.4.3:	Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	Compile ways to ask for assistance to enhance the health of self and others. Remarks/Examples Verbalize, write, and ask others for help.
HE.6.B.5.1:	Investigate health-related situations that require the application of a thoughtful decision-making process. Remarks/Examples Peer pressure, exposure to unsupervised firearms, and tobacco use.
HE.6.C.1.2:	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors. Remarks/Examples Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
LA.6.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.6.1.7.5:	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;
LA.6.2.2.1:	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LACC.6.L.1.1:	Demonstrate command of the conventions of standard English

	grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LACC.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
LACC.6.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
LACC.6.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation

	of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LACC.6.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
LACC.6.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LACC.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LACC.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LACC.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LACC.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

LACC.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LACC.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LACC.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LACC.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LACC.6.RL.1.2:	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LACC.6.RL.1.3:	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LACC.6.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LACC.6.RL.2.5:	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LACC.6.RL.2.6:	Explain how an author develops the point of view of the narrator or speaker in a text.
LACC.6.RL.3.7:	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LACC.6.RL.3.9:	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LACC.6.RL.4.10:	By the end of the year, read and comprehend literature, including

	stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LACC.6.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LACC.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LACC.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LACC.6.SL.2.4:	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LACC.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LACC.6.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
LACC.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
LACC.6.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
LACC.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia

	when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
LACC.6.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
LACC.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LACC.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
LACC.6.W.2.6:	Use technology, including the Internet, to produce and publish

	writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LACC.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LACC.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

LACC.8.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LACC.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.