

Course: Music Theory 1- 1300300

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3817>

BASIC INFORMATION

Course Number:	1300300
Keyword:	High School, Secondary, 9-12, 9 to 12, Music, General Music, Music Theory 1, MUS THEORY 1, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Music Theory 1
Course Abbreviated Title:	MUS THEORY 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the

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	<p>creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.</p>
<p>General Notes:</p>	<p>Special Notes:</p> <p>Instructional Practices Teaching from well-written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, textspecific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (26)

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

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

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

In addition to the listed benchmarks and standards, the following clusters and

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Language Arts standards are required content:

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples

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	e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

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	Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.8:</u>	Record, mix, and edit a recorded performance.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance

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Course: Music Theory 2 Honors- 1300310

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4050>

BASIC INFORMATION

Course Number:	1300310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Music Theory 2 Honors, Music Theory, MUS THEORY 2 HON, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Music Theory 2 Honors
Course Abbreviated Title:	MUS THEORY 2 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Honors?	Yes
Version Description:	Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	<p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p> <p>Instructional Practices Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (36)

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

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.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:

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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	Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.1.2:</u>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual

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	property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.2:</u>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Remarks/Examples e.g., music and health, Holocaust, tolerance, African American

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	history, world languages, scientific research, data analysis, problem-solving, public speaking
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by

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	ear. Remarks/Examples e.g., singing, playing, writing
MU.912.S.1.8:	Record, mix, and edit a recorded performance.
MU.912.S.2.1:	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
MU.912.S.3.2:	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
MU.912.S.3.3:	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.



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	technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.



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Course: Music of the World- 1300340

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3821>

BASIC INFORMATION

Course Number:	1300340
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Music of the World, MUSIC WORLD, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Music of the World
Course Abbreviated Title:	MUSIC WORLD
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students explore the musical traditions of 20th- and 21st-century

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	American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
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STANDARDS (29)

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

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

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and

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	topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.

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<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples

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	e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables

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Course: Music 1- Florida's Pre-International Baccalaureate- 1300800

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4838>

BASIC INFORMATION

Course Number:	1300800
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Music 1 - Florida's Pre-International Baccalaureate, FL PRE-IB MUSIC 1, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: General Music</p>
Course Title:	Music 1- Florida's Pre-International Baccalaureate
Course Abbreviated Title:	FL PRE-IB MUSIC 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	<p>Students in this Pre-IB class refine their musicianship and performance skills on a specified instrument or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p> <p>In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.</p>
General Notes:	<p>Special Note: Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls</p>

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	"pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course." Source: What is meant by "the pre-IB"? Published 12/06/2010 Updated 05/23/2011
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STANDARDS (30)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples

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	e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual

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<p><u>MU.912.H.3.1:</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.O.2.1:</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><u>MU.912.O.2.2:</u></p>	<p>Transpose melodies into different modalities through performance and composition.</p>
<p><u>MU.912.O.3.1:</u></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><u>MU.912.O.3.2:</u></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><u>MU.912.S.2.1:</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2:</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><u>MU.912.S.3.1:</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><u>MU.912.S.3.2:</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance</p>

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Course: Music 2- Florida's Pre-International Baccalaureate- 1300810

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4840>

BASIC INFORMATION

Course Number:	1300810
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Music 2 - Florida's Pre-International Baccalaureate, FL PRE-IB MUSIC 2, Performing Fine Arts
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: General Music</p>
Course Title:	Music 2- Florida's Pre-International Baccalaureate
Course Abbreviated Title:	FL PRE-IB MUSIC 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	<p>Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students in this Pre-IB class use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. 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, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.</p>
General Notes:	<p>Special Note: Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective</p>

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	<p>domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the "Any School pre-IB course". Source What is meant by "the pre-IB"? Published 12/06/2010 Updated 05/23/2011</p>
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STANDARDS (41)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SI.1.2:</u>	Integrate multiple sources of information presented in diverse

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	formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples
	e.g., listening maps, active listening, checklists

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<p><u>MU.912.C.1.2:</u></p>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.2.1:</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<p><u>MU.912.C.2.2:</u></p>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<p><u>MU.912.C.3.1:</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<p><u>MU.912.F.1.1:</u></p>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</p>
<p><u>MU.912.F.2.1:</u></p>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<p><u>MU.912.F.2.2:</u></p>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p>Remarks/Examples</p> <p>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<p><u>MU.912.F.2.3:</u></p>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>

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<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.

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<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from

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	one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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	technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Guitar 1- 1301320

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3886>

BASIC INFORMATION

Course Number:	1301320
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Guitar 1, GUITAR 1, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Guitar 1
Course Abbreviated Title:	GUITAR 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with little or no experience develop basic guitar skills

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	and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of 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.
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STANDARDS (19)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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<p><u>LAFS.910.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>LAFS.910.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><u>LAFS.910.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LAFS.910.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><u>LAFS.910.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a</p>

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	problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the

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	musical score and/or conductor.
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.3.1:</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>



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Course: Guitar 2- 1301330

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3889>

BASIC INFORMATION

Course Number:	1301330
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Guitar 2, GUITAR 2, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Guitar 2
Course Abbreviated Title:	GUITAR 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with previous guitar experience build on their skills and

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	<p>knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant 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.</p>
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STANDARDS (23)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SI.1.2:	Integrate multiple sources of information presented in diverse

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	media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual

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Course: Guitar 3- 1301340

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BASIC INFORMATION

Course Number:	1301340
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Guitar 3, GUITAR 3, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Guitar 3
Course Abbreviated Title:	GUITAR 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with previous experience strengthen their guitar skills

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	<p>and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. 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.</p>
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STANDARDS (26)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

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<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.

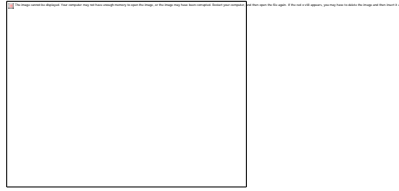
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<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.

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<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<u>MU.912.S.3.1:</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.4:</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<u>MU.912.S.3.5:</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>

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Course: Guitar 4 Honors- 1301350

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BASIC INFORMATION

Course Number:	1301350
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Guitar 4 Honors, Honors, Guitar, GUITAR 4, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Guitar 4 Honors
Course Abbreviated Title:	GUITAR 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Honors?	Yes

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Version Description:	<p>Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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.</p>
General Notes:	<p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (37)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts,

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and issues, building on others' ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.

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<u>MU.912.C.1.1:</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<u>MU.912.C.1.2:</u>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.2.1:</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<u>MU.912.C.2.2:</u>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<u>MU.912.C.3.1:</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<u>MU.912.F.1.2:</u>	<p>Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.</p>
<u>MU.912.F.2.1:</u>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<u>MU.912.F.2.3:</u>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>

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<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.3.2:</u>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Remarks/Examples e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture;

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	solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.

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<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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	property and technology.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the

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	creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Keyboard 1- 1301360

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4841>

BASIC INFORMATION

Course Number:	1301360
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Keyboard 1, Keyboard, KEYBD 1, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Keyboard 1
Course Abbreviated Title:	KEYBD 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students build fundamental piano techniques while learning to

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	<p>read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. 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.</p>
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STANDARDS (24)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for

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Course: Keyboard 2- 1301370

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3908>

BASIC INFORMATION

Course Number:	1301370
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Keyboard 2, KEYBD 2, Keyboard, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Keyboard 2
Course Abbreviated Title:	KEYBD 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students build on previous piano techniques and skills through

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	<p>reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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.</p>
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STANDARDS (31)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating

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	the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

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<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples

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	e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied

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	repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Keyboard 3- 1301380

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BASIC INFORMATION

Course Number:	1301380
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Keyboard 3, Keyboard, KEYBD 3, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Keyboard 3
Course Abbreviated Title:	KEYBD 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students further develop advanced knowledge of piano

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	<p>techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. 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.</p>
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STANDARDS (39)

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

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

- LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific

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	scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples

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	e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.H.3.2:</u>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Remarks/Examples e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical

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	works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.

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<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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	use in the workplace.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition.

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	Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Keyboard 4 Honors- 1301390

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BASIC INFORMATION

Course Number:	1301390
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Keyboard 4 Honors, KEYBD 4 HONORS, Honors, Keyboard, Performing Fine Arts
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: General Music
Course Title:	Keyboard 4 Honors
Course Abbreviated Title:	KEYBD 4 HONORS
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Honors?	Yes
Version Description:	Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	Honors and Advanced Level Course Note: 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.

STANDARDS (50)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples

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	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.1.2:</u>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples

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	e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

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<p><u>MU.912.H.1.3:</u></p>	<p>Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<p><u>MU.912.H.1.4:</u></p>	<p>Analyze how Western music has been influenced by historical and current world cultures.</p>
<p><u>MU.912.H.1.5:</u></p>	<p>Analyze music within cultures to gain understanding of authentic performance practices.</p>
<p><u>MU.912.H.2.1:</u></p>	<p>Evaluate the social impact of music on specific historical periods.</p>
<p><u>MU.912.H.2.2:</u></p>	<p>Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</p>
<p><u>MU.912.H.2.3:</u></p>	<p>Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues</p>
<p><u>MU.912.H.2.4:</u></p>	<p>Examine the effects of developing technology on composition, performance, and acquisition of music.</p>
<p><u>MU.912.H.3.1:</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.H.3.2:</u></p>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Remarks/Examples e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>

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Course: Band 4- 1302330

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4017>

BASIC INFORMATION

Course Number:	1302330
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Band 4, BAND 4, Band
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Band 4
Course Abbreviated Title:	BAND 4
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Type:	Core
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.
General Notes:	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>

STANDARDS (45)

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

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

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LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact

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	<p>of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.3:</u>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>
<u>MU.912.C.2.1:</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<u>MU.912.C.2.2:</u>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<u>MU.912.C.2.3:</u>	<p>Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.</p>
<u>MU.912.C.3.1:</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<u>MU.912.F.1.1:</u>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</p>
<u>MU.912.F.2.2:</u>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p>Remarks/Examples</p> <p>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<u>MU.912.F.3.1:</u>	<p>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<u>MU.912.F.3.2:</u>	<p>Summarize copyright laws that govern printed, recorded, and on-</p>

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	line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre.

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	Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples

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	e.g., using text or scat syllables
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<u>MU.912.S.3.1:</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.3:</u>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p>
<u>MU.912.S.3.4:</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>

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<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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<p><u>MU.912.O.1.1:</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2.1:</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><u>MU.912.O.2.2:</u></p>	<p>Transpose melodies into different modalities through performance and composition.</p>
<p><u>MU.912.O.3.1:</u></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><u>MU.912.O.3.2:</u></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><u>MU.912.S.1.2:</u></p>	<p>Compose music for voices and/or acoustic, digital, or electronic instruments.</p>
<p><u>MU.912.S.1.4:</u></p>	<p>Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing</p>
<p><u>MU.912.S.1.6:</u></p>	<p>Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge. Remarks/Examples e.g., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers</p>

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<u>MU.912.S.1.7:</u>	Combine and/or create virtual and audio instruments.
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Course: Band 1- 1302300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4001>

BASIC INFORMATION

Course Number:	1302300
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Band 1, BAND 1, Band
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Band 1
Course Abbreviated Title:	BAND 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	This year-long, entry-level class, designed for students having

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	<p>little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>

STANDARDS (36)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.S.2.1:</u></p>	<p>Sustain focused attention, respect, and discipline during class,</p>
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	rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world

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<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples

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	e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables

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<p><u>MU.912.S.1.4:</u></p>	<p>Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing</p>
<p><u>MU.912.S.2.1:</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2:</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><u>MU.912.S.3.1:</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><u>MU.912.S.3.2:</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.3:</u></p>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p>
<p><u>MU.912.S.3.4:</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<p><u>MU.912.S.3.5:</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>

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Course: Band 2- 1302310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4006>

BASIC INFORMATION

Course Number:	1302310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Band 2, BAND 2, Band
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Band 2
Course Abbreviated Title:	BAND 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	This year-long, beginning-level class, designed for students with

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	<p>at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>

STANDARDS (37)

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

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.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:

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

DA.912.F.3.8:

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and

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	achieve goals as required in the work environment.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world

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<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples

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	e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic

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	<p>progressions.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<u>MU.912.S.3.1:</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.3:</u>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p>
<u>MU.912.S.3.4:</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<u>MU.912.S.3.5:</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique,</p>

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Course: Band 3- 1302320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4010>

BASIC INFORMATION

Course Number:	1302320
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Band 3, BAND 3, Band
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Band 3
Course Abbreviated Title:	BAND 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	This year-long, formative class, designed for students ready to

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	<p>build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>

STANDARDS (40)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.S.2.1:</u></p>	<p>Sustain focused attention, respect, and discipline during class,</p>
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	rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits.

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	Remarks/Examples e.g., classical and folk instruments from around the world
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual

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<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture;

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	solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation,

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	technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Band 5 Honors- 1302340

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4020>

BASIC INFORMATION

Course Number:	1302340
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Band 5 Honors, BAND 5 Hon, Band, Honors
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Band 5 Honors
Course Abbreviated Title:	BAND 5 Hon
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Honors?	Yes

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<p>Version Description:</p>	<p>This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (50)

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

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.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:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

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<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music.

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	Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics

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<p><u>MU.912.O.1.1:</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2.1:</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><u>MU.912.O.2.2:</u></p>	<p>Transpose melodies into different modalities through performance and composition.</p>
<p><u>MU.912.O.3.1:</u></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><u>MU.912.O.3.2:</u></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><u>MU.912.S.1.1:</u></p>	<p>Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables</p>
<p><u>MU.912.S.1.3:</u></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing</p>
<p><u>MU.912.S.1.4:</u></p>	<p>Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing</p>

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<p><u>MU.912.S.2.1:</u></p>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<p><u>MU.912.S.2.2:</u></p>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<p><u>MU.912.S.3.1:</u></p>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<p><u>MU.912.S.3.2:</u></p>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<p><u>MU.912.S.3.3:</u></p>	<p>Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p>
<p><u>MU.912.S.3.4:</u></p>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<p><u>MU.912.S.3.5:</u></p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<p><u>SS.912.H.1.5:</u></p>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p>Remarks/Examples</p> <p>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>
<p><u>CC.912.H.2.2:</u></p>	<p>Apply various types of critical analysis (contextual, formal, and</p>

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intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.



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Course: Band 6 Honors- 1302350

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4022>

BASIC INFORMATION

Course Number:	1302350
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Band 6 Honors, BAND 6 HON, Band, Honors
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Band 6 Honors
Course Abbreviated Title:	BAND 6 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Honors?	Yes

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<p>Version Description:</p>	<p>This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (50)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development,

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	organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the

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	quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

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<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.

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<p><u>MU.912.H.3.1:</u></p>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<p><u>MU.912.O.1.1:</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2.1:</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><u>MU.912.O.2.2:</u></p>	<p>Transpose melodies into different modalities through performance and composition.</p>
<p><u>MU.912.O.3.1:</u></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><u>MU.912.O.3.2:</u></p>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<p><u>MU.912.S.1.1:</u></p>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<p><u>MU.912.S.1.3:</u></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p>

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	e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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SS.912.H.1.5:

Examine artistic response to social issues and new ideas in various cultures.

Remarks/Examples

Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.



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Course: Marching Band- 1302355

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4030>

BASIC INFORMATION

Course Number:	1302355
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Marching Band, MARCH BAND, Marching, Band
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Marching Band
Course Abbreviated Title:	MARCH BAND
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of

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	ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.
General Notes:	Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

STANDARDS (28)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.2:</u>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
<u>DA.912.C.2.1:</u>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.

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	Remarks/Examples e.g., improvisation, trial and error, collaboration
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.O.1.3:</u>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. Remarks/Examples e.g., tendu-dégagé-grand battement-grand jeté
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.

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<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.

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	<p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>
<u>PE.912.C.2.25:</u>	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
<u>PE.912.C.2.3:</u>	<p>Analyze the movement performance of self and others.</p> <p>Remarks/Examples</p> <p>Some examples are video analysis and checklist.</p>
<u>PE.912.C.2.7:</u>	Evaluate the effectiveness of specific warm-up and cool-down activities.
<u>PE.912.C.2.9:</u>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>Remarks/Examples</p> <p>Some examples of precautions are hydration and appropriate attire.</p>
<u>PE.912.M.1.20:</u>	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
<u>PE.912.R.5.5:</u>	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

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Course: Orchestra 1- 1302360

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4035>

BASIC INFORMATION

Course Number:	1302360
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Orchestra 1, ORCH 1, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Orchestra 1
Course Abbreviated Title:	ORCH 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students who have little or no orchestral experience study and

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	<p>perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>
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STANDARDS (33)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and

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	topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.

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<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.

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<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples

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	e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 2- 1302370

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4040>

BASIC INFORMATION

Course Number:	1302370
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Orchestra 2, ORCH 2, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Orchestra 2
Course Abbreviated Title:	ORCH 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students who have at least one year of orchestral experience

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	<p>study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>
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STANDARDS (34)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and

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	topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.

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<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.

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<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation,

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	technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 3- 1302380

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4044>

BASIC INFORMATION

Course Number:	1302380
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Orchestra 3, ORCH 3, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Orchestra 3
Course Abbreviated Title:	ORCH 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students build on previous orchestral experience through the

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	<p>study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>
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STANDARDS (38)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and

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	topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world
<u>MAFS.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal

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	performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples

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	e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

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	<p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p>

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	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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	tuning, strumming
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Course: Orchestra 4- 1302390

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4052>

BASIC INFORMATION

Course Number:	1302390
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Orchestra 4, ORCH 4, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Orchestra 4
Course Abbreviated Title:	ORCH 4
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with intermediate-level proficiency in string techniques,

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	music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
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STANDARDS (42)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific

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	scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.3:</u>	Analyze instruments of the world and classify them by common traits. Remarks/Examples e.g., classical and folk instruments from around the world

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<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual

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<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture;

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	solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.

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Course: Orchestra 5 Honors- 1302400

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4064>

BASIC INFORMATION

Course Number:	1302400
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Orchestra 5 Honors, ORCH 5 HON, Orchestra, Honors
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Orchestra 5 Honors
Course Abbreviated Title:	ORCH 5 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Honors?	Yes

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Version Description:	<p>Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>
General Notes:	<p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (45)

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

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.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:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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	<p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<u>MU.912.C.1.2:</u>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.3:</u>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>
<u>MU.912.C.2.1:</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<u>MU.912.C.2.2:</u>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<u>MU.912.C.3.1:</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<u>MU.912.F.1.1:</u>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</p>
<u>MU.912.F.2.1:</u>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<u>MU.912.F.2.2:</u>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p>Remarks/Examples</p>

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	e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

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<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples

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	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or

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	strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Orchestra 6 Honors- 1302410

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4069>

BASIC INFORMATION

Course Number:	1302410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Orchestra 6 Honors, ORCH 6 HON, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Orchestra 6 Honors
Course Abbreviated Title:	ORCH 6 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Honors?	Yes

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Version Description:	Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
General Notes:	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.

STANDARDS (47)

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

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

- LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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	<p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<u>MU.912.C.1.2:</u>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.3:</u>	<p>Analyze instruments of the world and classify them by common traits.</p> <p>Remarks/Examples</p> <p>e.g., classical and folk instruments from around the world</p>
<u>MU.912.C.2.1:</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<u>MU.912.C.2.2:</u>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<u>MU.912.C.3.1:</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<u>MU.912.F.1.1:</u>	<p>Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</p>
<u>MU.912.F.2.1:</u>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<u>MU.912.F.2.2:</u>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p>Remarks/Examples</p>

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	e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

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<u>MU.912.H.1.3:</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	<p>Analyze the evolution of a music genre.</p> <p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

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 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Course: Instrumental Techniques 1- 1302420

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4073>

BASIC INFORMATION

Course Number:	1302420
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Instrumental Techniques 1, INSTRU TECNQS 1, Instrumental, Techniques, Instrumental Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Instrumental Techniques 1
Course Abbreviated Title:	INSTRU TECNQS 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Version Description:	Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills 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.
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STANDARDS (18)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SI.1.2:</u>	Integrate multiple sources of information presented in diverse

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	media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.
MU.912.C.3.1:	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
MU.912.F.3.3:	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for

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	use in the workplace.
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis

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	of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Instrumental Techniques 2- 1302430

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4076>

BASIC INFORMATION

Course Number:	1302430
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Instrumental Techniques 2, INSTRU TECNQS 2, Instrumental Techniques, Instrumental, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Instrumental Techniques 2
Course Abbreviated Title:	INSTRU TECNQS 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Version Description:	Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. 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.
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STANDARDS (20)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Course: Instrumental Techniques 3- 1302440

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4079>

BASIC INFORMATION

Course Number:	1302440
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Instrumental Techniques 3, INSTRU TECNQS 3, Instrumental Techniques, Instrumental, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Instrumental Techniques 3
Course Abbreviated Title:	INSTRU TECNQS 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Version Description:	Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. 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.
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STANDARDS (23)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

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 Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples
	e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the

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Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

	quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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	presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Course: Instrumental Techniques 4 Honors-1302450

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4085>

BASIC INFORMATION

Course Number:	1302450
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Instrumental Techniques 4 Honors, INSTRU TECNQS 4 HON, Instrumental Techniques, Honors, Instrumental, Techniques
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	Instrumental Techniques 4 Honors
Course Abbreviated Title:	INSTRU TECNQS 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Honors?	Yes
Version Description:	Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. 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:	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.

STANDARDS (30)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for

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	use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples

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	e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Instrumental Ensemble 1- 1302460

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4128>

BASIC INFORMATION

Course Number:	1302460
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Instrumental Ensemble 1, INSTRU ENS 1, Instrumental Ensemble, Instrumental, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Instrumental Ensemble 1
Course Abbreviated Title:	INSTRU ENS 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Version Description:	Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, 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.
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STANDARDS (21)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other

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	domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition.
	Remarks/Examples
	e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills.
	Remarks/Examples
	e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Course: Instrumental Ensemble 2- 1302470

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4122>

BASIC INFORMATION

Course Number:	1302470
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Instrumental Ensemble 2, INSTRU ENS 2, Instrumental Ensemble, Instrumental, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Instrumental Ensemble 2
Course Abbreviated Title:	INSTRU ENS 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Version Description:	Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and 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.
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STANDARDS (25)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific

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	scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples
	e.g., listening maps, active listening, checklists
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MII 912 C 2 2:	Evaluate performance quality in recorded and/or live

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	performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples
	e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples
	e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the

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	<p>creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.5:</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>



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Course: Instrumental Ensemble 3- 1302480

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4132>

BASIC INFORMATION

Course Number:	1302480
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Instrumental Ensemble 3, INSTRU ENS 3, Instrumental Ensemble, Instrumental, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Instrumental Ensemble 3
Course Abbreviated Title:	INSTRU ENS 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
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Version Description:	Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. 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.
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STANDARDS (34)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific

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	scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists

The alphanumeric coding scheme has changed –
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<p><u>MU.912.C.1.2:</u></p>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<p><u>MU.912.C.2.1:</u></p>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<p><u>MU.912.C.2.2:</u></p>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<p><u>MU.912.C.3.1:</u></p>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<p><u>MU.912.F.2.1:</u></p>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<p><u>MU.912.F.2.3:</u></p>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<p><u>MU.912.F.3.1:</u></p>	<p>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<p><u>MU.912.F.3.2:</u></p>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>

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<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples

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	e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Course: Instrumental Ensemble 4 Honors-1302490

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4136>

BASIC INFORMATION

Course Number:	1302490
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Instrumental Ensemble 4, INSTRU ENS 4 HON, Instrumental Ensemble, Instrumental, Ensemble, Honors
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Instrumental Music</p>
Course Title:	Instrumental Ensemble 4 Honors
Course Abbreviated Title:	INSTRU ENS 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Honors?	Yes
Version Description:	Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. 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:	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.

STANDARDS (42)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts,

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and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<u>LAFS.1112.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples

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	e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

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<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition.

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	Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Course: Jazz Ensemble 1- 1302500

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4140>

BASIC INFORMATION

Course Number:	1302500
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Jazz Ensemble 1, JAZZ ENS 1, Jazz, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Jazz Ensemble 1
Course Abbreviated Title:	JAZZ ENS 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with experience on an instrument suited for jazz

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	ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
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STANDARDS (25)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SI.1.2:</u>	Integrate multiple sources of information presented in diverse

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	media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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<u>MU.912.H.1.2:</u>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<u>MU.912.H.1.3:</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.2.1:</u>	<p>Evaluate the social impact of music on specific historical periods.</p>
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.3.2:</u>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<u>MU.912.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>

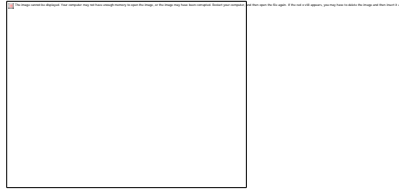
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<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Jazz Ensemble 2- 1302510

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4141>

BASIC INFORMATION

Course Number:	1302510
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Jazz Ensemble 2, JAZZ ENS 2, Jazz, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Jazz Ensemble 2
Course Abbreviated Title:	JAZZ ENS 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with jazz experience become conversant with basic

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	<p>chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>
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STANDARDS (30)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SI.1.2:	Integrate multiple sources of information presented in diverse

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	media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.

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<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

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<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>

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<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Jazz Ensemble 3- 1302520

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4153>

BASIC INFORMATION

Course Number:	1302520
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Jazz Ensemble 3, JAZZ ENS 3, Jazz, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Jazz Ensemble 3
Course Abbreviated Title:	JAZZ ENS 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with considerable jazz experience become conversant

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	<p>with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>
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STANDARDS (35)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

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<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

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<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
	Remarks/Examples
	e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music.
	Remarks/Examples
	e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
	Remarks/Examples
	e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

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<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.H.3.2:</u>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Remarks/Examples e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples

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	e.g., using text or scat syllables
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

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Course: Jazz Ensemble 4 Honors- 1302530

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4155>

BASIC INFORMATION

Course Number:	1302530
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Jazz Ensemble 4 Honors, JAZZ ENS 4 HON, Jazz Ensemble, Jazz, Ensemble, Honors
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Jazz Ensemble 4 Honors
Course Abbreviated Title:	JAZZ ENS 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Honors?	Yes
Version Description:	Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
General Notes:	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.

STANDARDS (47)

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

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

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LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve

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	a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research

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	and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto

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<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.2:</u>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Remarks/Examples e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the

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	listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied

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	repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Chamber Orchestra- 1302540

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4160>

BASIC INFORMATION

Course Number:	1302540
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Instrumental Music, Chamber Orchestra, CHAMB ORCH, Orchestra
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Instrumental Music
Course Title:	Chamber Orchestra
Course Abbreviated Title:	CHAMB ORCH
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	String players seeking a challenging, small orchestra ensemble

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	<p>experience advance their ensemble, instrumental, and music literacy skills as they learn standard chamber orchestra works from a broad variety of periods and 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</p>
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STANDARDS (24)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

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Course: Chorus 1- 1303300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4062>

BASIC INFORMATION

Course Number:	1303300
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus 1, CHORUS 1, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Chorus 1
Course Abbreviated Title:	CHORUS 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	This year-long, entry-level class, designed for students with little

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	<p>or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (33)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.S.2.1:</u></p>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<p><u>LAFS.910.RST.2.4:</u></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific</p>

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	scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.

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<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble

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<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of

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	skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Chorus 2- 1303310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4065>

BASIC INFORMATION

Course Number:	1303310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus 2, CHORUS 2, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Chorus 2
Course Abbreviated Title:	CHORUS 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	This year-long, beginning-level class, designed for students with

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	<p>one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (39)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.F.3.8:</u></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><u>DA.912.S.2.1:</u></p>	<p>Sustain focused attention, respect, and discipline during class,</p>

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	rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal

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	performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.

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<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.H.3.2:</u>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Remarks/Examples e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the

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	musical score and/or conductor.
<u>MU.912.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.

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	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples

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	e.g., singing, playing, writing
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Chorus 3- 1303320

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4075>

BASIC INFORMATION

Course Number:	1303320
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus 3, CHORUS 3, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Chorus 3
Course Abbreviated Title:	CHORUS 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	This year-long, formative class, designed for students with

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	<p>previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (41)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p><u>DA.912.F.3.8:</u></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><u>DA.912.S.2.1:</u></p>	<p>Sustain focused attention, respect, and discipline during class,</p>

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	rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title

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Course: Chorus 6 Honors- 1303350

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4086>

BASIC INFORMATION

Course Number:	1303350
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus 6 Honors, CHORUS 6 HON, Chorus, Honors
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Chorus 6 Honors
Course Abbreviated Title:	CHORUS 6 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Honors?	Yes

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<p>Version Description:</p>	<p>This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (53)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.1.2:</u>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project,

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	or related product.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or

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	knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

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	<p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<u>MU.912.H.3.2:</u>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</p> <p>Remarks/Examples</p> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.2.1:</u>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<u>MU.912.O.2.2:</u>	<p>Transpose melodies into different modalities through performance and composition.</p>
<u>MU.912.O.3.1:</u>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<u>MU.912.O.3.2:</u>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<u>MU.912.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>Remarks/Examples</p>

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	e.g., using text or scat syllables
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.

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<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
<u>SS.912.H.1.5:</u>	Examine artistic response to social issues and new ideas in various cultures. Remarks/Examples Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.



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<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

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	Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.H.3.2:</u>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Remarks/Examples e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical

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	works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.

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Course: Chorus 4- 1303330

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4081>

BASIC INFORMATION

Course Number:	1303330
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus 4, CHORUS 4, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Chorus 4
Course Abbreviated Title:	CHORUS 4
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	This year-long, intermediate-level class is designed for students

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	<p>with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.</p>

STANDARDS (44)

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

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

- LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own

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	<p>hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<u>MU.912.F.2.2:</u>	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p>Remarks/Examples</p> <p>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school

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	settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments

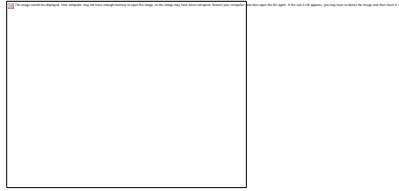
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	and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples

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	e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Chorus 5 Honors- 1303340

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4084>

BASIC INFORMATION

Course Number:	1303340
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus 5 Honors, CHORUS 5 HON, Chorus, Honors
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Chorus 5 Honors
Course Abbreviated Title:	CHORUS 5 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Honors?	Yes

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<p>Version Description:</p>	<p>This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Notes: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.</p> <p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (52)

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

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

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	synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research

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	and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual

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<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.H.3.2:</u>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.

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	<p>Remarks/Examples</p> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.2.1:</u>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<u>MU.912.O.2.2:</u>	<p>Transpose melodies into different modalities through performance and composition.</p>
<u>MU.912.O.3.1:</u>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<u>MU.912.O.3.2:</u>	<p>Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>
<u>MU.912.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<u>MU.912.S.1.2:</u>	<p>Compose music for voices and/or acoustic, digital, or electronic instruments.</p>
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p>

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	Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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<p><u>SS.912.H.1.5:</u></p>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p>Remarks/Examples</p> <p>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>



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Course: Chorus Register-specific 1- 1303360

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4088>

BASIC INFORMATION

Course Number:	1303360
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus Register-specific 1, CHORUS REG-SPEC 1, Chorus Register, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Chorus Register-specific 1
Course Abbreviated Title:	CHORUS REG-SPEC 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes, they learn beginning music theory, musicianship, and choral performance skills. 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.
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STANDARDS (27)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music

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Course: Chorus Register-specific 2- 1303370

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4105>

BASIC INFORMATION

Course Number:	1303370
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus Register-specific 2, CHORUS REG-SPEC 2, Chorus Register, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Chorus Register-specific 2
Course Abbreviated Title:	CHORUS REG-SPEC 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. 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.
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STANDARDS (32)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

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	<p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills.

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	Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Chorus Register-specific 3- 1303380

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4106>

BASIC INFORMATION

Course Number:	1303380
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus Register-specific 3, CHORUS REG-SPEC 3, Chorus Register, Chorus
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Chorus Register-specific 3
Course Abbreviated Title:	CHORUS REG-SPEC 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. 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.
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STANDARDS (35)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

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<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples

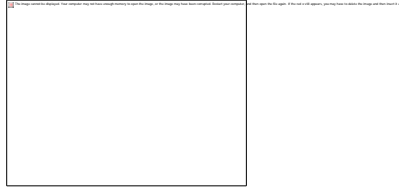
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	e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples
	e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples
	e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples
	e.g., using text or scat syllables
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples
	e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples
	e.g., singing, playing, writing

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<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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	offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	Improvise rhythmic and melodic phrases over harmonic progressions. Remarks/Examples e.g., using text or scat syllables
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing

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<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills.
	Remarks/Examples
	e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Chorus Register-specific 4 Honors-1303390

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4108>

BASIC INFORMATION

Course Number:	1303390
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Chorus Register-specific 4 Honors, CHORUS REG-SPEC 4 H, Chorus Register, Chorus, Honors
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Choral Music</p>
Course Title:	Chorus Register-specific 4 Honors
Course Abbreviated Title:	CHORUS REG-SPEC 4 H
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Honors?	Yes
Version Description:	Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	Honors and Advanced Level Course Note: 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.

STANDARDS (46)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts,

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and issues, building on others' ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples

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	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.1.4:</u>	Compare and perform a variety of vocal styles and ensembles.
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment

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<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre.

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	<p>Remarks/Examples</p> <p>e.g., jazz, blues</p>
<u>MU.912.H.3.1:</u>	<p>Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</p> <p>Remarks/Examples</p> <p>e.g., acoustics, sound amplification, materials, mechanics</p>
<u>MU.912.H.3.2:</u>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</p> <p>Remarks/Examples</p> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.2.1:</u>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<u>MU.912.O.2.2:</u>	<p>Transpose melodies into different modalities through performance and composition.</p>
<u>MU.912.O.3.1:</u>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>

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Course: Vocal Techniques 1- 1303400

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4111>

BASIC INFORMATION

Course Number:	1303400
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Vocal Techniques 1, VOCAL TECNQS 1, Vocal Techniques, Vocal, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Vocal Techniques 1
Course Abbreviated Title:	VOCAL TECNQS 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills 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.
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STANDARDS (18)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.C.2.1:</u>	Transfer accepted composition conventions and performance

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	practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.1:</u>	<p>Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>Remarks/Examples</p> <p>e.g., using text or scat syllables</p>
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p>

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	e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.3:</u>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Vocal Techniques 2- 1303410

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4113>

BASIC INFORMATION

Course Number:	1303410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Vocal Techniques 2, VOCAL TECNQS 2, Vocal Techniques, Vocal, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Vocal Techniques 2
Course Abbreviated Title:	VOCAL TECNQS 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. 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.
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STANDARDS (20)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating

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Course: Vocal Techniques 3- 1303420

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4114>

BASIC INFORMATION

Course Number:	1303420
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Vocal Techniques 3, VOCAL TECNQS 3, Vocal Techniques, Vocal, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Vocal Techniques 3
Course Abbreviated Title:	VOCAL TECNQS 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. 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.
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STANDARDS (23)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order

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	to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation,

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	technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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	the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.
MU.912.C.3.1:	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
MU.912.F.3.3:	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

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<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills.
	Remarks/Examples
	e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Course: Vocal Techniques 4 Honors- 1303430

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4116>

BASIC INFORMATION

Course Number:	1303430
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Vocal Techniques 4 Honors, VOCAL TECNQS 4 HON, Vocal Techniques, Vocal, Techniques, Honors
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Vocal Techniques 4 Honors
Course Abbreviated Title:	VOCAL TECNQS 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Honors?	Yes
Version Description:	Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	Honors and Advanced Level Course Note: 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.

STANDARDS (30)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
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LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

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<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the

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	study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.2.2:</u>	Transpose melodies into different modalities through performance and composition.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process

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<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Vocal Ensemble 1- 1303440

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4121>

BASIC INFORMATION

Course Number:	1303440
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Vocal Ensemble 1, VOCAL ENS 1, Vocal Ensemble, Vocal, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Vocal Ensemble 1
Course Abbreviated Title:	VOCAL ENS 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, 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.
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STANDARDS (22)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples
	e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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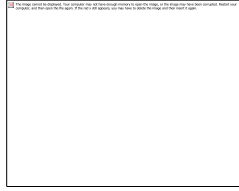
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition.
	Remarks/Examples
	e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills.
	Remarks/Examples
	e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Course: Vocal Ensemble 2- 1303450

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4124>

BASIC INFORMATION

Course Number:	1303450
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Vocal Ensemble 2, VOCAL ENS 2, Vocal Ensemble, Vocal, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Vocal Ensemble 2
Course Abbreviated Title:	VOCAL ENS 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and 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.
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STANDARDS (25)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process

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<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Vocal Ensemble 3- 1303460

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4129>

BASIC INFORMATION

Course Number:	1303460
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Vocal Ensemble 3, VOCAL ENS 3, Vocal, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Vocal Ensemble 3
Course Abbreviated Title:	VOCAL ENS 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students strengthen vocal ensemble performance skills, music

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	literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. 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.
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STANDARDS (34)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

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<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples
	e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent. Remarks/Examples

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	e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

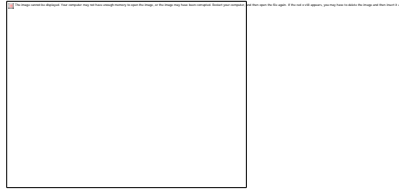
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<u>MU.912.H.1.3:</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by

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	<p>ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<u>MU.912.S.3.1:</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.4:</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>
<u>MU.912.S.3.5:</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>

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Course: Vocal Ensemble 4 Honors- 1303470

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4131>

BASIC INFORMATION

Course Number:	1303470
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Choral Music, Vocal Ensemble 4 Honors, VOCAL ENS 4 HON, Vocal Ensemble, Vocal, Ensemble, Honors
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Choral Music
Course Title:	Vocal Ensemble 4 Honors
Course Abbreviated Title:	VOCAL ENS 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Honors?	Yes
Version Description:	Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	Honors and Advanced Level Course Note: 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.

STANDARDS (41)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

[DA.912.F.3.8:](#)

Demonstrate effective teamwork and accountability, using

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	compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

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Course: Music Technology and Sound Engineering 1- 1304300

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4031>

BASIC INFORMATION

Course Number:	1304300
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Music Technology and Sound Engineering 1, MUS TECH & SO ENG 1, Music Technology, Sound Engineering
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Music Technology</p>
Course Title:	Music Technology and Sound Engineering 1
Course Abbreviated Title:	MUS TECH & SO ENG 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

STANDARDS (21)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

MAFS.912.A-CED.1 Create equations that describe numbers or relationships.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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	<ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.RST.3.7:</u>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.

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<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.2:</u>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.5:</u>	Research and report on the impact of MIDI as an industry-standard protocol.
<u>MU.912.S.1.7:</u>	Combine and/or create virtual and audio instruments.
<u>MU.912.S.1.8:</u>	Record, mix, and edit a recorded performance.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

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	synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

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	<p>Remarks/Examples</p> <p>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>
<u>MU.912.F.2.3:</u>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<u>MU.912.F.3.1:</u>	<p>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<u>MU.912.F.3.2:</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<u>MU.912.F.3.3:</u>	<p>Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p>
<u>MU.912.F.3.4:</u>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p>
<u>MU.912.H.1.2:</u>	<p>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>Remarks/Examples</p> <p>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells</p>
<u>MU.912.H.1.3:</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo</p>

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	and piano concerto
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear.

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	Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Course: Music Technology and Sound Engineering 2- 1304310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4034>

BASIC INFORMATION

Course Number:	1304310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Music Technology, Music Technology and Sound Engineering 2, MUS TECH & SO ENG 2, Sound Engineering
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Music Technology</p>
Course Title:	Music Technology and Sound Engineering 2
Course Abbreviated Title:	MUS TECH & SO ENG 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Version Description:	Students build on previous experience with the fundamentals of music technology and sound engineering to integrate their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. They explore the creative and aesthetic implications of music technology and sound engineering through class work. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

STANDARDS (25)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

MAFS.912.A-CED.1 Create equations that describe numbers or relationships.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
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<u>LAFS.910.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<u>LAFS.910.RST.2.4:</u>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<u>LAFS.910.RST.3.7:</u>	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>
<u>LAFS.910.SL.1.2:</u>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<u>LAFS.910.SL.1.3:</u>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<u>LAFS.910.SL.2.4:</u>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<u>LAFS.910.WHST.3.9:</u>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<u>MU.912.C.1.1:</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Remarks/Examples</p>
	<p>e.g., listening maps, active listening, checklists</p>

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<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.2:</u>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing

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<u>MU.912.S.1.5:</u>	Research and report on the impact of MIDI as an industry-standard protocol.
<u>MU.912.S.1.7:</u>	Combine and/or create virtual and audio instruments.
<u>MU.912.S.1.8:</u>	Record, mix, and edit a recorded performance.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.



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Course: Music Technology and Sound Engineering 3 Honors- 1304320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4054>

BASIC INFORMATION

Course Number:	1304320
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Music Technology, Music Technology and Sound Engineering 3 Honors, MUS TECH & SO ENG 3H, Sound Engineering, Honors
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Music Technology</p>
Course Title:	Music Technology and Sound Engineering 3 Honors
Course Abbreviated Title:	MUS TECH & SO ENG 3H
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Honors?	Yes
Version Description:	Students expand their experience with music technology and sound engineering, integrating their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. Students focus on deeper exploration of their own creative work, enhanced by their knowledge of music and other arts and sciences. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	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.

STANDARDS (36)

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

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

- LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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MAFS.912.A-CED.1 Create equations that describe numbers or relationships.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.RST.3.7:</u>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria

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	to personal development in music.
<u>MU.912.F.1.2:</u>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples

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	e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.H.3.2:</u>	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts. Remarks/Examples e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.S.1.2:</u>	Compose music for voices and/or acoustic, digital, or electronic instruments.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition. Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.7:</u>	Combine and/or create virtual and audio instruments.
<u>MU.912.S.1.8:</u>	Record, mix, and edit a recorded performance.

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Course: Music Technology and Sound Engineering 4 - Honors- 1304330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4059>

BASIC INFORMATION

Course Number:	1304330
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Music Technology, Music Technology and Sound Engineering 4 - Honors, MUS TECH ENG 4 HON, Sound Engineering, Honors
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Music Technology</p>
Course Title:	Music Technology and Sound Engineering 4 - Honors
Course Abbreviated Title:	MUS TECH ENG 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Honors?	Yes
Version Description:	Students refine and build on previous experience to identify their own creative voice through music technology and sound engineering, independently integrating their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music of their own design. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
General Notes:	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.

STANDARDS (47)

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

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.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:

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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MAFS.912.A-CED.1 Create equations that describe numbers or relationships.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.RST.3.7:</u>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.S.1.8:</u>	Record, mix, and edit a recorded performance.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.2.3:</u>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<u>MAFS.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the

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	quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.1.2:</u>	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.

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<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.4:</u>	Analyze how Western music has been influenced by historical and current world cultures.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.3:</u>	Analyze the evolution of a music genre. Remarks/Examples e.g., jazz, blues
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics

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<p><u>MU.912.H.3.2:</u></p>	<p>Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</p> <p>Remarks/Examples</p> <p>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</p>
<p><u>MU.912.O.1.1:</u></p>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<p><u>MU.912.O.2.1:</u></p>	<p>Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p>
<p><u>MU.912.O.3.1:</u></p>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<p><u>MU.912.S.1.2:</u></p>	<p>Compose music for voices and/or acoustic, digital, or electronic instruments.</p>
<p><u>MU.912.S.1.3:</u></p>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<p><u>MU.912.S.1.6:</u></p>	<p>Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.</p> <p>Remarks/Examples</p>

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	e.g., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers
<u>MU.912.S.1.7:</u>	Combine and/or create virtual and audio instruments.
<u>MU.912.S.1.9:</u>	Score music and use Foley art for a video segment or full video.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.



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<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.



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Course: Eurhythmics 1- 1305300

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3911>

BASIC INFORMATION

Course Number:	1305300
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Eurhythmics 1, EURHY 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurhythmics
Course Title:	Eurhythmics 1
Course Abbreviated Title:	EURHY 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Student dancers develop basic skills in performing and evaluating

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	choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. 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.
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STANDARDS (28)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.2:</u>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
<u>DA.912.C.2.3:</u>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.

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<p><u>DA.912.F.3.6:</u></p>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. Remarks/Examples e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<p><u>DA.912.F.3.8:</u></p>	<p>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.</p>
<p><u>DA.912.O.1.2:</u></p>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures</p>
<p><u>DA.912.O.3.1:</u></p>	<p>Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.</p>
<p><u>DA.912.O.3.2:</u></p>	<p>Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.</p>
<p><u>DA.912.S.2.1:</u></p>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<p><u>DA.912.S.2.4:</u></p>	<p>Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.</p>
<p><u>DA.912.S.3.2:</u></p>	<p>Develop and maintain flexibility, strength, and stamina for wellness and performance.</p>
<p><u>DA.912.S.3.4:</u></p>	<p>Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance</p>
<p><u>LAFS.910.RST.2.4:</u></p>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and</p>

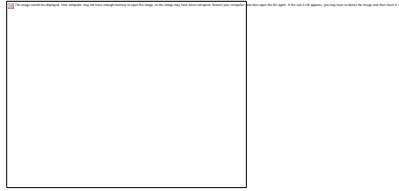
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	topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.

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Course: Eurhythmics 2- 1305310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3915>

BASIC INFORMATION

Course Number:	1305310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Eurhythmics 2, EURHY 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurhythmics
Course Title:	Eurhythmics 2
Course Abbreviated Title:	EURHY 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Student dancers build on previous experience to perform and

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	<p>evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. 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.</p>
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STANDARDS (35)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.2:</u>	<p>Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.</p> <p>Remarks/Examples</p> <p>e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues</p>
<u>DA.912.C.2.2:</u>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support</p>

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	<p>personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<u>DA.912.C.2.3:</u>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<u>DA.912.F.3.6:</u>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p>Remarks/Examples</p> <p>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.O.1.2:</u>	<p>Apply standards of class and performance etiquette consistently to attain optimal working conditions.</p> <p>Remarks/Examples</p> <p>e.g., appropriate attire, professional respect, traditions, procedures</p>
<u>DA.912.O.3.1:</u>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.S.1.2:</u>	Generate choreographic ideas through improvisation and physical brainstorming.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and

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	memorization of dance from previous rehearsals and classes.
DA.912.S.3.2:	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.4:	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
LAFS.910.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

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<u>MU.912.C.1.1:</u>	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<u>MU.912.C.2.2:</u>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<u>MU.912.C.3.1:</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<u>MU.912.F.3.1:</u>	<p>Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>
<u>MU.912.F.3.2:</u>	<p>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>
<u>MU.912.F.3.4:</u>	<p>Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.</p>
<u>MU.912.H.2.1:</u>	<p>Evaluate the social impact of music on specific historical periods.</p>
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.3.1:</u>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>

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<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.



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Course: Eurhythmics 3- 1305320

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4872>

BASIC INFORMATION

Course Number:	1305320
Grade Levels:	9,10,11,12
Grade Level(s):	9, 10, 11, 12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Eurhythmics 3, EURHY 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurhythmics
Course Title:	Eurhythmics 3
Course Abbreviated Title:	EURHY 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. 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.
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STANDARDS (47)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.2:</u>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
<u>DA.912.C.1.4:</u>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one’s

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	own retention of patterns, complex steps, and sequences for rehearsal and performance.
<u>DA.912.C.2.2:</u>	<p>Make informed critical assessments of the quality and effectiveness of one’s own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.</p> <p>Remarks/Examples</p> <p>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works</p>
<u>DA.912.C.2.3:</u>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<u>DA.912.C.3.1:</u>	<p>Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.</p> <p>Remarks/Examples</p> <p>e.g., use of movements, elements, principles of design, lighting, costumes, music</p>
<u>DA.912.C.3.2:</u>	<p>Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<u>DA.912.F.2.1:</u>	<p>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</p> <p>Remarks/Examples</p> <p>e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</p>
<u>DA.912.F.3.6:</u>	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.

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	Remarks/Examples e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.1:</u>	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.O.1.2:</u>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures
<u>DA.912.O.3.1:</u>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.S.1.2:</u>	Generate choreographic ideas through improvisation and physical brainstorming.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus

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<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development,

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	organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples

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	e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others.

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	Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.



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Course: Eurhythmics 4- 1305330

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3917>

BASIC INFORMATION

Course Number:	1305330
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Eurhythmics 4, EURHY 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurhythmics
Course Title:	Eurhythmics 4
Course Abbreviated Title:	EURHY 4
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Student dancers develop advanced skills in creating, performing,

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	and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. 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.
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STANDARDS (59)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.C.1.2:</u>	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. Remarks/Examples e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues
<u>DA.912.C.1.3:</u>	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one’s response.

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	Remarks/Examples e.g., journal entries, discussion
<u>DA.912.C.1.4:</u>	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
<u>DA.912.C.2.1:</u>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. Remarks/Examples e.g., improvisation, trial and error, collaboration
<u>DA.912.C.2.2:</u>	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. Remarks/Examples e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works
<u>DA.912.C.2.3:</u>	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
<u>DA.912.C.2.4:</u>	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.
<u>DA.912.C.3.1:</u>	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. Remarks/Examples e.g., use of movements, elements, principles of design, lighting, costumes, music
<u>DA.912.C.3.2:</u>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique

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	<p>or composition.</p> <p>Remarks/Examples</p> <p>e.g., time management, refining dance steps, research</p>
<u>DA.912.F.1.3:</u>	Employ acquired knowledge to stimulate creative risk-taking and broaden one’s own dance technique, performance, and choreography.
<u>DA.912.F.2.1:</u>	<p>Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.</p> <p>Remarks/Examples</p> <p>e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist</p>
<u>DA.912.F.3.1:</u>	Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece.
<u>DA.912.F.3.2:</u>	<p>Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one’s work as a dancer.</p> <p>Remarks/Examples</p> <p>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment</p>
<u>DA.912.F.3.6:</u>	<p>Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.</p> <p>Remarks/Examples</p> <p>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines</p>
<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.H.1.1:</u>	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.

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Course: Music Ensemble 2- 1305410

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3941>

BASIC INFORMATION

Course Number:	1305410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Music Ensemble 2, MUSIC ENS 2, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurhythmics
Course Title:	Music Ensemble 2
Course Abbreviated Title:	MUSIC ENS 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with previous vocal or instrumental ensemble

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	<p>experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and 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, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
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STANDARDS (26)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.3.8:</u>	<p>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</p> <p>Remarks/Examples</p> <p>e.g., arabesque, lateral T, jazz hands</p>

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<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples

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	e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition.

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	Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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<u>DA.912.H.1.2:</u>	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
<u>DA.912.H.1.3:</u>	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
<u>DA.912.H.3.3:</u>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<u>DA.912.O.1.2:</u>	Apply standards of class and performance etiquette consistently to attain optimal working conditions. Remarks/Examples e.g., appropriate attire, professional respect, traditions, procedures
<u>DA.912.O.1.5:</u>	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. Remarks/Examples e.g., ABA, ABACA, ABACA, narrative, motif, beginning-middle-end, motif manipulation
<u>DA.912.O.3.1:</u>	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
<u>DA.912.O.3.2:</u>	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
<u>DA.912.S.1.1:</u>	Synthesize a variety of choreographic principles and structures to create a dance. Remarks/Examples e.g., unity, variety, contrast, repetition, transition
<u>DA.912.S.1.2:</u>	Generate choreographic ideas through improvisation and physical brainstorming.

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<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>DA.912.S.2.2:</u>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information. Remarks/Examples e.g., repetition, revision, refinement, focus
<u>DA.912.S.2.4:</u>	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
<u>DA.912.S.3.2:</u>	Develop and maintain flexibility, strength, and stamina for wellness and performance.
<u>DA.912.S.3.4:</u>	Perform dance vocabulary with musicality and sensitivity. Remarks/Examples e.g., on the counts, fill the music, emulate musical nuance
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See

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	<p>grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.C.1.1:	<p>Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.
MU.912.C.3.1:	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
MU.912.F.1.2:	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
MU.912.F.2.2:	<p>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</p> <p>Remarks/Examples</p> <p>e.g., community revitalization, industry choosing new locations, cultural and social enrichment</p>

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<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture’s traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre

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	choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>PE.912.C.2.2:</u>	Apply terminology and etiquette in dance.
<u>PE.912.C.2.3:</u>	Analyze the movement performance of self and others. Remarks/Examples Some examples are video analysis and checklist.
<u>PE.912.C.2.5:</u>	Analyze the relationship between music and dance.



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Course: Music Ensemble 1- 1305400

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3933>

BASIC INFORMATION

Course Number:	1305400
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Music Ensemble 1, MUSIC ENS 1, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurhythmics
Course Title:	Music Ensemble 1
Course Abbreviated Title:	MUSIC ENS 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with little or no experience in a vocal or instrumental

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	ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, 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, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
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STANDARDS (22)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific

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	scientific or technical context relevant to grades 9–10 texts and topics.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.

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<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.5:</u>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>Remarks/Examples</p> <p>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming</p>

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Course: Music Ensemble 2- 1305410

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3941>

BASIC INFORMATION

Course Number:	1305410
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Music Ensemble 2, MUSIC ENS 2, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurhythmics
Course Title:	Music Ensemble 2
Course Abbreviated Title:	MUSIC ENS 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students with previous vocal or instrumental ensemble

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	<p>experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and 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, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
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STANDARDS (26)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.3.8:	<p>Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.</p> <p>Remarks/Examples</p> <p>e.g., arabesque, lateral T, jazz hands</p>

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<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LAFS.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LAFS.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LAFS.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LAFS.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples
	Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples

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	e.g., listening maps, active listening, checklists
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	Arrange a musical work by manipulating two or more aspects of the composition.

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	Remarks/Examples e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Course: Music Ensemble 3- 1305420

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3944>

BASIC INFORMATION

Course Number:	1305420
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Music Ensemble 3, MUSIC ENS 3, Ensemble
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurhythmics
Course Title:	Music Ensemble 3
Course Abbreviated Title:	MUSIC ENS 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Version Description:	Students strengthen vocal or instrumental ensemble

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	<p>performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. 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, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
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STANDARDS (35)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

DA.912.F.3.8:	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.S.2.1:	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
LAFS.1112.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific

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	scientific or technical context relevant to grades 11–12 texts and topics.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

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	<p>Remarks/Examples</p> <p>e.g., listening maps, active listening, checklists</p>
<u>MU.912.C.1.2:</u>	<p>Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.</p> <p>Remarks/Examples</p> <p>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title</p>
<u>MU.912.C.2.1:</u>	<p>Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>
<u>MU.912.C.2.2:</u>	<p>Evaluate performance quality in recorded and/or live performances.</p>
<u>MU.912.C.3.1:</u>	<p>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p>
<u>MU.912.F.2.1:</u>	<p>Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</p> <p>Remarks/Examples</p> <p>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</p>
<u>MU.912.F.2.3:</u>	<p>Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</p> <p>Remarks/Examples</p> <p>e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel</p>
<u>MU.912.F.3.1:</u>	<p>Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>

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<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.H.1.3:</u>	Compare two or more works of a composer across performance media. Remarks/Examples e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Remarks/Examples e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.

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<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p> <p>e.g., texture, mode, form, tempo, voicing</p>
<u>MU.912.S.1.4:</u>	<p>Perform and notate, independently and accurately, melodies by ear.</p> <p>Remarks/Examples</p> <p>e.g., singing, playing, writing</p>
<u>MU.912.S.2.1:</u>	<p>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>Remarks/Examples</p> <p>e.g., memorization, sequential process</p>
<u>MU.912.S.2.2:</u>	<p>Transfer expressive elements and performance techniques from one piece of music to another.</p>
<u>MU.912.S.3.1:</u>	<p>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p>
<u>MU.912.S.3.2:</u>	<p>Sight-read music accurately and expressively to show synthesis of skills.</p> <p>Remarks/Examples</p> <p>e.g., musical elements, expressive qualities, performance technique</p>
<u>MU.912.S.3.4:</u>	<p>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p>

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Course: Music Techniques 2- 1305510

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3954>

BASIC INFORMATION

Course Number:	1305510
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Music Techniques 2, MUSIC TECNQS 2, Music Techniques, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurythmics
Course Title:	Music Techniques 2
Course Abbreviated Title:	MUSIC TECNQS 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students in this novice-level class continue to develop musical and technical skills on a specific instrument or voice through developmentally appropriate solo literature, etudes, scales, and exercises. 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
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STANDARDS (20)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and

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	topics.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.
MU.912.C.3.1:	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

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<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique.
	Remarks/Examples
	e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Music Ensemble 4 Honors- 1305430

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3947>

BASIC INFORMATION

Course Number:	1305430
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Music Ensemble 4 Honors, MUSIC ENS 4 HON, Ensemble, Honors
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurhythmics
Course Title:	Music Ensemble 4 Honors
Course Abbreviated Title:	MUSIC ENS 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts
Honors?	Yes

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Version Description:	<p>Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. 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, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
General Notes:	<p>Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>

STANDARDS (42)

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

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

- LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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<u>DA.912.F.3.8:</u>	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to

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	ongoing feedback, including new arguments or information.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.1.1:</u>	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research

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	and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.2.2:</u>	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions. Remarks/Examples e.g., community revitalization, industry choosing new locations, cultural and social enrichment
<u>MU.912.F.2.3:</u>	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business. Remarks/Examples e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.2:</u>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.2:</u>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Remarks/Examples e.g., vocal, instrumental, guitar, keyboard, electronic, handbells

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<u>MU.912.H.1.3:</u>	<p>Compare two or more works of a composer across performance media.</p> <p>Remarks/Examples</p> <p>e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto</p>
<u>MU.912.H.1.5:</u>	Analyze music within cultures to gain understanding of authentic performance practices.
<u>MU.912.H.2.1:</u>	Evaluate the social impact of music on specific historical periods.
<u>MU.912.H.2.2:</u>	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
<u>MU.912.H.2.4:</u>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<u>MU.912.O.1.1:</u>	<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>Remarks/Examples</p> <p>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</p>
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	<p>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p> <p>Remarks/Examples</p> <p>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration</p>
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.1.3:</u>	<p>Arrange a musical work by manipulating two or more aspects of the composition.</p> <p>Remarks/Examples</p>

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Course: Music Techniques 1- 1305500

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3951>

BASIC INFORMATION

Course Number:	1305500
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Music Techniques 1, MUSIC TECNQS 1, Music Techniques, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurythmics
Course Title:	Music Techniques 1
Course Abbreviated Title:	MUSIC TECNQS 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

The alphanumeric coding scheme has changed –
Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS)
Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)

Version Description:	Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
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STANDARDS (18)

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

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

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

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LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.
MU.912.C.3.1:	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
MU.912.F.3.3:	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project

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	presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Music Techniques 4 Honors-1305530

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3960>

BASIC INFORMATION

Course Number:	1305530
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Music Techniques 4 Honors, MUSIC TECNQS 4 HON, Music Techniques, Honors, Techniques
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 9 to 12 and Adult Education Courses</p> <p>Subject: Music</p> <p>SubSubject: Eurhythmics</p>
Course Title:	Music Techniques 4 Honors
Course Abbreviated Title:	MUSIC TECNQS 4 HON
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	3
Status:	Draft - Board Approval Pending
Graduation	•PF Performing Fine Arts

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Requirement:	
Honors?	Yes
Version Description:	Students in this advanced class refine their musicianship and performance skills on a specified instrument or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
General Notes:	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.

STANDARDS (30)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<u>LAFS.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LAFS.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LAFS.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LAFS.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1112.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LAFS.1112.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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<u>LAFS.1112.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MU.912.C.1.1:</u>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
<u>MU.912.C.1.2:</u>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent. Remarks/Examples e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title
<u>MU.912.C.2.1:</u>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<u>MU.912.C.2.2:</u>	Evaluate performance quality in recorded and/or live performances.
<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.2.1:</u>	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. Remarks/Examples e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills
<u>MU.912.F.3.1:</u>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for

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	use in the workplace.
MU.912.F.3.4:	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
MU.912.H.1.1:	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
MU.912.H.3.1:	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
MU.912.O.2.1:	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2:	Transpose melodies into different modalities through performance and composition.
MU.912.O.3.1:	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
MU.912.O.3.2:	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S.2.1:	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples

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	e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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Course: Music Techniques 3- 1305520

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3957>

BASIC INFORMATION

Course Number:	1305520
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Eurhythmics, Music Techniques 3, MUSIC TECNQS 3, Music Techniques, Techniques
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Eurythmics
Course Title:	Music Techniques 3
Course Abbreviated Title:	MUSIC TECNQS 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Graduation Requirement:	•PF Performing Fine Arts

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Version Description:	Students in this intermediate-level class develop their musical and technical skills further on a specific instrument or voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
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STANDARDS (23)

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

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

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<u>DA.912.S.2.1:</u>	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
<u>LAFS.1112.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and

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	topics.
LAFS.1112.SL.1.2:	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
LAFS.1112.SL.1.3:	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LAFS.1112.SL.2.4:	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LAFS.1112.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) Remarks/Examples Note: The referenced “page 54” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.1112.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MU.912.C.1.1:	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. Remarks/Examples e.g., listening maps, active listening, checklists
MU.912.C.2.1:	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2:	Evaluate performance quality in recorded and/or live performances.

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<u>MU.912.C.3.1:</u>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<u>MU.912.F.3.3:</u>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<u>MU.912.F.3.4:</u>	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, decision-making, and initiative to advance skills and/or knowledge.
<u>MU.912.H.1.1:</u>	Investigate and discuss how a culture's traditions are reflected through its music. Remarks/Examples e.g., patriotic, folk, celebration, entertainment, spiritual
<u>MU.912.H.3.1:</u>	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. Remarks/Examples e.g., acoustics, sound amplification, materials, mechanics
<u>MU.912.O.2.1:</u>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<u>MU.912.O.3.1:</u>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. Remarks/Examples e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration
<u>MU.912.O.3.2:</u>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from

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	one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming



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GENERAL INFORMATION

Course Number:	1400300
Course Path:	Section: <u>Grades PreK to 12 Education Courses</u> » Grade Group: <u>Grades 9 to 12 and Adult Education Courses</u> » Subject: <u>Peer Counseling</u> » SubSubject: <u>General</u> »
Course Title:	Peer Counseling 1
Course Section:	Grades PreK to-12 Education Courses
Abbreviated Title:	PEER COUN 1
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Type:	Elective
Course Level:	2
Course Status:	State Board of Education Approval Pending
General Notes:	The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.

The content should include the following:

- Demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention).
- Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity) and the ways in which they can be met while developing group cohesion.
- Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).
- Identify own feelings and needs and communicate them in a positive way.
- Demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive).
- Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement).
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

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Special Notes:

Instructional Practices

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lesson.
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*).

Scheme

HE.912.C.1.1

Descriptor

Predict how healthy behaviors can affect health status.

(Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings, regular physical activity, and workplace safety.)

HE.912.C.1.2

Interpret the significance of interrelationships in mental/emotional, physical, and social health.

(Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self esteem, stress/anger management, and regular exercise.)

HE.912.C.2.6

Evaluate the impact of technology on personal, family, and community health.

(AED use in community, pedestrian cross walks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.)

HE.912.B.3.1

Verify the validity of health information, products, and services.

(Understanding product packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, and CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.)

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HE.912.B.4.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health. (Using "I" messages, voice pitch/volume, eye contact, journal experiences, letter-writing, persuasive speech, and assertive communication.)
HE.912.B.4.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. (Validate others opinions, direct statement, active statement, and offer alternatives.)
HE.912.B.4.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. (Effective verbal and nonverbal communication, compromise, and conflict resolution.)
HE.912.B.4.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. (Verbal and written communication, active listening, and how to seek help for a friend.)
HE.912.B.5.3	Appraise the potential short-term and long-term outcomes of each alternative on self and others. (Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.)
HE.912.B.5.5	Examine barriers that can hinder healthy decision-making. (Interpersonal, financial, environmental factors, and accessibility of health information.)
HE.912.P.8.3	Work cooperatively as an advocate for improving personal, family and community health. (Support local availability of healthy food options;, environmentally friendly shopping, victim, drug or teen court advocacy, advocate for peer lead abuse prevention education programs, organize community resource information, and home/school safety.)
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
MAFS.912.S-IC.2.6	Evaluate reports based on data.

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Course: Peer Counseling 2- 1400310

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3840>

BASIC INFORMATION

Course Number:	1400310
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Combined Courses, Peer Counseling 2, PEER COUN 2, Peer Counseling, Peer, Counseling
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Combined Courses
Course Title:	Peer Counseling 2
Course Abbreviated Title:	PEER COUN 2
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

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The content should include the following:

- Demonstrate understanding of the functions and responsibilities of peer facilitators (listening, team building, confidentiality, conflict resolution, and intervention).
- Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate understanding of the impact of self-knowledge and interpersonal skills on relationships with peers and family.
- Demonstrate knowledge of the positive and negative impacts of peer pressure on oneself and on relationships with peers and family.
- Demonstrate use of intermediate-level facilitative communication skills (listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Special Notes:

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

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

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	opportunities (claims and evidence).
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STANDARDS (13)

<u>HE.912.B.4.1:</u>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<u>HE.912.B.4.2:</u>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<u>HE.912.B.4.3:</u>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<u>HE.912.B.4.4:</u>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<u>HE.912.B.5.1:</u>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and</p>

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	first-aid-treatment options.
<u>HE.912.B.5.5:</u>	Examine barriers that can hinder healthy decision making. Remarks/Examples Interpersonal, financial, environmental factors, and accessibility of health information.
<u>HE.912.C.1.1:</u>	Predict how healthy behaviors can affect health status. Remarks/Examples Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
<u>HE.912.C.1.2:</u>	Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
<u>HE.912.C.1.3:</u>	Evaluate how environment and personal health are interrelated. Remarks/Examples Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
<u>HE.912.C.2.1:</u>	Analyze how the family influences the health of individuals. Remarks/Examples Nutritional management of meals, composition of and relationships within families, and health-insurance status.
<u>HE.912.C.2.3:</u>	Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples

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	<p>Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.</p>
<p><u>LAFS.910.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>MAFS.912.S-IC.2.6:</u></p>	<p>Evaluate reports based on data.</p>

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	e.g., texture, mode, form, tempo, voicing
<u>MU.912.S.1.4:</u>	Perform and notate, independently and accurately, melodies by ear. Remarks/Examples e.g., singing, playing, writing
<u>MU.912.S.2.1:</u>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature. Remarks/Examples e.g., memorization, sequential process
<u>MU.912.S.2.2:</u>	Transfer expressive elements and performance techniques from one piece of music to another.
<u>MU.912.S.3.1:</u>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<u>MU.912.S.3.2:</u>	Sight-read music accurately and expressively to show synthesis of skills. Remarks/Examples e.g., musical elements, expressive qualities, performance technique
<u>MU.912.S.3.4:</u>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<u>MU.912.S.3.5:</u>	Develop and demonstrate proper vocal or instrumental technique. Remarks/Examples e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming

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Course: Peer Counseling 3- 1400320

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3841>

BASIC INFORMATION

Course Number:	1400320
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Combined Courses, Peer Counseling 3, Peer Counseling, PEER COUN 3, Peer, Counseling
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Combined Courses
Course Title:	Peer Counseling 3
Course Abbreviated Title:	PEER COUN 3
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school.

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The content should include the following:

- Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings.
- Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate use of proficient facilitative communication skills (listening, feedback, nonverbal communication, nonjudgmental response, repairing communication breakdown).
- Demonstrate understanding of methods for dealing with conflict (communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution.
- Demonstrate knowledge of varied school and community resources (school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, rape crisis center, drug and alcohol intervention/prevention programs, hotlines, Internet).
- Assess needs and issues among individuals and groups of students within the school.
- Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.

Special Notes:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring

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	<p>high-level, complex tasks and assignments.</p> <p>4. Requiring students to support answers with evidence from the text.</p> <p>5. Providing extensive text-based research and writing opportunities (claims and evidence).</p>
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STANDARDS (17)

<u>HE.912.B.3.1:</u>	<p>Verify the validity of health information, products, and services. Remarks/Examples</p> <p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
<u>HE.912.B.4.1:</u>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health. Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<u>HE.912.B.4.2:</u>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<u>HE.912.B.4.3:</u>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>

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<p><u>HE.912.B.4.4:</u></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p><u>HE.912.B.5.1:</u></p>	<p>Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples</p> <p>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</p>
<p><u>HE.912.B.6.4:</u></p>	<p>Formulate an effective long-term personal health plan. Remarks/Examples</p> <p>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p>
<p><u>HE.912.C.1.1:</u></p>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><u>HE.912.C.1.2:</u></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><u>HE.912.C.1.3:</u></p>	<p>Evaluate how environment and personal health are interrelated. Remarks/Examples</p>

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	Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
<u>HE.912.C.2.1:</u>	Analyze how the family influences the health of individuals. Remarks/Examples Nutritional management of meals, composition of and relationships within families, and health-insurance status.
<u>HE.912.C.2.2:</u>	Compare how peers influence healthy and unhealthy behaviors. Remarks/Examples Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
<u>HE.912.C.2.3:</u>	Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.
<u>HE.912.P.8.2:</u>	Utilize current, accurate data/information to formulate a health-enhancing message. Remarks/Examples Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety.
<u>HE.912.P.8.3:</u>	Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples

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	<p>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</p>
<p><u>LAFS.910.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>MAFS.912.S-IC.2.6:</u></p>	<p>Evaluate reports based on data.</p>

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Course: Peer Counseling 4- 1400330

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3842>

BASIC INFORMATION

Course Number:	1400330
Grade Levels:	9,10,11,12
Keyword:	PreK to 12 Education, Pre K to 12 Education, Grades 9 to 12 and Adult Education, 9 to 12, 9-12, High School, Music, Combined Courses, Peer Counseling 4, PEER COUN 4, Peer Counseling, Peer, Counseling
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 9 to 12 and Adult Education Courses Subject: Music SubSubject: Combined Courses
Course Title:	Peer Counseling 4
Course Abbreviated Title:	PEER COUN 4
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students to develop advanced knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on program development and intervention for students in the school

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and community.

The content should include the following:

- Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings.
- Demonstrate understanding of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate use of advanced facilitative communication skills (listening, feedback, nonverbal communication, nonjudgmental response, repairing communication breakdown).
- Demonstrate understanding of methods for dealing with conflict (communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution.
- Demonstrate knowledge of varied school and community resources (school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, drug and alcohol intervention/prevention programs, rape crisis center, hotlines, Internet).
- Analyze feedback and previous assessments to identify current needs and issues within the school or community.
- Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.

Special Notes:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to

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	<p>lessons.</p> <ol style="list-style-type: none"> 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (14)

HE.912.B.3.1:	<p>Verify the validity of health information, products, and services. Remarks/Examples</p> <p>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.</p>
HE.912.B.3.2:	<p>Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. Remarks/Examples</p> <p>Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources.</p>
HE.912.B.3.4:	<p>Justify when professional health services or providers may be required. Remarks/Examples</p> <p>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</p>

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<p><u>HE.912.B.4.2:</u></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. Remarks/Examples</p> <p>Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</p>
<p><u>HE.912.B.4.3:</u></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><u>HE.912.B.4.4:</u></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p><u>HE.912.B.5.3:</u></p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others. Remarks/Examples</p> <p>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p><u>HE.912.C.1.1:</u></p>	<p>Predict how healthy behaviors can affect health status. Remarks/Examples</p> <p>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p>
<p><u>HE.912.C.1.2:</u></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health. Remarks/Examples</p>

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	Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
<u>HE.912.C.2.3:</u>	Assess how the school and community can affect personal health practice and behaviors. Remarks/Examples Healthier foods, required health education, health screenings, and enforcement of “no tolerance” policies related to all forms of violence, and AED availability and training.
<u>HE.912.C.2.4:</u>	Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Remarks/Examples Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.
<u>HE.912.P.8.3:</u>	Work cooperatively as an advocate for improving personal, family, and community health. Remarks/Examples Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.
<u>LAFS.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and

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	<p>decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<u>MAFS.912.S-IC.2.6:</u>	Evaluate reports based on data.

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