

Course: M/J Theatre 1- 0400000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3872>

BASIC INFORMATION

Course Number:	0400000
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12 Education Courses, Grades 6 To 8 Education Courses, Drama, Theatre Arts, General, Comprehensive Theatre, M/J Theatre 1, M/J THEATRE 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	M/J Theatre 1
Course Abbreviated Title:	M/J THEATRE 1
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice

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writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

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

LAFS.6.SL.1.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LAFS.6.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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<u>LAFS.68.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 6–8 texts and topics.
<u>LAFS.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LAFS.K12.SL.1.2:</u>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.K12.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
<u>LAFS.K12.SL.2.4:</u>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<u>TH.68.C.1.3:</u>	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
<u>TH.68.C.1.5:</u>	Describe how a theatrical activity can entertain or instruct an audience.
<u>TH.68.C.2.1:</u>	Use group-generated criteria to critique others and help strengthen each other’s performance.
<u>TH.68.C.2.3:</u>	Ask questions to understand a peer’s artistic choices for a performance or design.
<u>TH.68.C.3.1:</u>	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Remarks/Examples e.g., color, texture, shape, form, sound
<u>TH.68.F.1.2:</u>	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
<u>TH.68.F.1.3:</u>	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
<u>TH.68.F.2.2:</u>	Identify industries within the state of Florida that have a

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	significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
<u>TH.68.F.3.1:</u>	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Remarks/Examples e.g., royalties, copies, changing text
<u>TH.68.H.1.5:</u>	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
<u>TH.68.H.2.4:</u>	Discuss the differences between presentational and representational theatre styles.
<u>TH.68.H.2.8:</u>	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
<u>TH.68.H.3.1:</u>	Identify principles and techniques that are shared between the arts and other content areas. Remarks/Examples e.g., art elements, writing styles, science and math principles
<u>TH.68.H.3.3:</u>	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
<u>TH.68.H.3.4:</u>	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
<u>TH.68.H.3.5:</u>	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Remarks/Examples e.g., cooperation, communication, collaboration
<u>TH.68.H.3.6:</u>	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
<u>TH.68.O.1.3:</u>	Explain the impact of choices made by directors, designers, and actors on audience understanding.

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Course: M/J Theatre 2- 0400010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3879>

BASIC INFORMATION

Course Number:	0400010
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12 Education Courses, Grades 6 To 8 Education Courses, Drama, Theatre Arts, General, Comprehensive Theatre, M/J Theatre 2, M/J THEATRE 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	M/J Theatre 2
Course Abbreviated Title:	M/J THEATRE 2
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and

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	<p>historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>
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STANDARDS (43)

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

<u>LAFS.68.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 6–8 texts and topics.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>LAFS.7.RL.2.5:</u>	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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<u>LAFS.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>TH.68.C.1.2:</u>	Develop a character analysis to support artistic portrayal.
<u>TH.68.C.1.3:</u>	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
<u>TH.68.C.1.6:</u>	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Remarks/Examples e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
<u>TH.68.C.2.1:</u>	Use group-generated criteria to critique others and help strengthen each other’s performance.
<u>TH.68.C.2.2:</u>	Keep a rehearsal journal to document individual performance progress.
<u>TH.68.C.2.3:</u>	Ask questions to understand a peer’s artistic choices for a performance or design.
<u>TH.68.C.2.4:</u>	Defend personal responses to a theatre production.
<u>TH.68.C.3.1:</u>	Discuss how visual and aural design elements communicate

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	environment, mood, and theme in a theatrical presentation. Remarks/Examples e.g., color, texture, shape, form, sound
<u>TH.68.C.3.2:</u>	Compare a film version of a story to its original play form.
<u>TH.68.F.1.2:</u>	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
<u>TH.68.F.1.3:</u>	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
<u>TH.68.F.2.1:</u>	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
<u>TH.68.F.2.3:</u>	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Remarks/Examples e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
<u>TH.68.F.3.1:</u>	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Remarks/Examples e.g., royalties, copies, changing text
<u>TH.68.H.1.3:</u>	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
<u>TH.68.H.1.4:</u>	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
<u>TH.68.H.1.5:</u>	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
<u>TH.68.H.1.6:</u>	Discuss how a performer responds to different audiences.
<u>TH.68.H.2.3:</u>	Analyze theatre history and dramatic literature in the context of

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	societal and cultural history.
<u>TH.68.H.2.7:</u>	Define theatre genres from different periods in history, giving examples of each.
<u>TH.68.H.3.1:</u>	Identify principles and techniques that are shared between the arts and other content areas. Remarks/Examples e.g., art elements, writing styles, science and math principles
<u>TH.68.H.3.2:</u>	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
<u>TH.68.H.3.3:</u>	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
<u>TH.68.O.1.1:</u>	Compare different processes an actor uses to prepare for a performance.
<u>TH.68.O.1.3:</u>	Explain the impact of choices made by directors, designers, and actors on audience understanding.
<u>TH.68.O.2.1:</u>	Diagram the major parts of a play and their relationships to each other.
<u>TH.68.O.2.2:</u>	Explain how a performance would change if depicted in a different location, time, or culture.
<u>TH.68.O.2.3:</u>	Write alternate endings for a specified play.
<u>TH.68.O.3.2:</u>	Explore how theatre and theatrical works have influenced various cultures.
<u>TH.68.O.3.3:</u>	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<u>TH.68.S.1.2:</u>	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
<u>TH.68.S.1.4:</u>	Discuss the ways in which theatre experiences involve empathy and aesthetic distance. Remarks/Examples e.g., vicarious identification with characters and actions,

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	recognition that the play is not real life
<u>TH.68.S.2.1:</u>	Discuss the value of collaboration in theatre and work together to create a theatrical production.
<u>TH.68.S.2.3:</u>	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
<u>TH.68.S.2.4:</u>	Memorize and present a character's lines from a monologue or scene.
<u>TH.68.S.3.1:</u>	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Remarks/Examples e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts



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<u>TH.68.O.2.4:</u>	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
<u>TH.68.O.3.1:</u>	Compare theatre and its elements and vocabulary to other art forms.
<u>TH.68.O.3.3:</u>	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.



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Course: M/J Theatre 3- 0400020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3883>

BASIC INFORMATION

Course Number:	0400020
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12 Education Courses, Grades 6 To 8 Education Courses, Drama, Theatre Arts, General, Comprehensive Theatre, M/J Theatre 3, M/J THEATRE 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	M/J Theatre 3
Course Abbreviated Title:	M/J THEATRE 3
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic

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	elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
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STANDARDS (43)

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

LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.7.RL.2.5:	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LAFS.7.RI.3.7:	Compare and contrast a written story, drama, or poem to its

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	audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>TH.68.C.1.2:</u>	Develop a character analysis to support artistic portrayal.
<u>TH.68.C.1.3:</u>	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
<u>TH.68.C.1.6:</u>	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Remarks/Examples e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
<u>TH.68.C.2.1:</u>	Use group-generated criteria to critique others and help strengthen each other’s performance.
<u>TH.68.C.2.2:</u>	Keep a rehearsal journal to document individual performance progress.
<u>TH.68.C.2.3:</u>	Ask questions to understand a peer’s artistic choices for a performance or design.
<u>TH.68.C.2.4:</u>	Defend personal responses to a theatre production.
<u>TH.68.C.3.1:</u>	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

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	Remarks/Examples e.g., color, texture, shape, form, sound
<u>TH.68.C.3.2:</u>	Compare a film version of a story to its original play form.
<u>TH.68.F.1.2:</u>	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
<u>TH.68.F.1.3:</u>	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
<u>TH.68.F.2.1:</u>	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
<u>TH.68.F.2.3:</u>	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Remarks/Examples e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
<u>TH.68.F.3.1:</u>	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Remarks/Examples e.g., royalties, copies, changing text
<u>TH.68.H.1.3:</u>	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
<u>TH.68.H.1.4:</u>	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
<u>TH.68.H.1.5:</u>	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
<u>TH.68.H.1.6:</u>	Discuss how a performer responds to different audiences.
<u>TH.68.H.2.3:</u>	Analyze theatre history and dramatic literature in the context of societal and cultural history.

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Course: M/J Theatre 4- 0400030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3976>

BASIC INFORMATION

Course Number:	0400030
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12 Education Courses, Grades 6 To 8 Education Courses, Drama, Theatre Arts, General, Comprehensive Theatre, M/J Theatre 4, M/J THEATRE 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course Title:	M/J Theatre 4
Course Abbreviated Title:	M/J THEATRE 4
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students study advanced acting, theatre history, and dramatic literature and read and write scenes and plays. Students' work brings together all facets of a theatre production, combining performance and technical theatre skills through collaboration on a variety of classroom and/or school productions. Public

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	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 (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.

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

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

<u>LAFS.68.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 6–8 texts and topics.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>LAFS.8.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<u>LAFS.8.RI.2.6:</u>	Analyze how differences in the points of view of the characters

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	and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>LAFS.8.SL.1.2:</u>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<u>LAFS.8.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>TH.68.C.1.1:</u>	Devise an original work based on a community issue that explores various solutions to a problem. Remarks/Examples e.g., health, environment, politics, bullying
<u>TH.68.C.1.2:</u>	Develop a character analysis to support artistic portrayal.
<u>TH.68.C.1.3:</u>	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
<u>TH.68.C.1.6:</u>	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Remarks/Examples e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O’Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
<u>TH.68.C.2.1:</u>	Use group-generated criteria to critique others and help strengthen each other’s performance.

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Course: M/J Health 2- 0800010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4652>

BASIC INFORMATION

Course Number:	0800010
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Grade Self Contained, General, Health Education, M/J Health 2, M/J HEALTH 2
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Health Education</p> <p>SubSubject: General</p>
Course Title:	M/J Health 2
Course Abbreviated Title:	M/J HEALTH 2
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.</p> <p>The content should include, but is not limited to:</p> <ul style="list-style-type: none"> • Mental and emotional health (personal health care,

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screenings, counseling, negotiation skills, bullying, coping skills and depression)

- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- **Family life** (cultures, daily routines and rules)
- **Personal health** (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI)
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- **Community health** (local health organizations, technology, resources, and services)
- **Environmental health** (adverse health effects, chemicals toxins and pollutants)
- **Consumer health** (advertising, media influence, products and services)
- **Teen dating violence** (dating, media, abuse and violence)†

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

The following standards focus on yearly instruction to ensure that

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	students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.
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STANDARDS (41)

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

<u>HE.7.B.3.1:</u>	Analyze the validity of health information, products, and services. Remarks/Examples Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.
<u>HE.7.B.3.3:</u>	Compare a variety of technologies to gather health information. Remarks/Examples WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
<u>HE.7.B.3.4:</u>	Differentiate among professional health services that may be required. Remarks/Examples Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.
<u>HE.7.B.4.1:</u>	Apply effective communication skills when interacting with others to enhance health. Remarks/Examples Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
<u>HE.7.B.4.2:</u>	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.

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<p><u>HE.7.B.4.3:</u></p>	<p>Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<p><u>HE.7.B.4.4:</u></p>	<p>Demonstrate how to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>“I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
<p><u>HE.7.B.5.2:</u></p>	<p>Select healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples</p> <p>Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
<p><u>HE.7.B.5.4:</u></p>	<p>Determine when individual or collaborative decision-making is appropriate. Remarks/Examples</p> <p>Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
<p><u>HE.7.B.5.5:</u></p>	<p>Predict the short and long-term consequences of engaging in health-risk behaviors. Remarks/Examples</p> <p>Driving under the influence, lack of exercise, and poor diet.</p>
<p><u>HE.7.B.6.1:</u></p>	<p>Analyze personal beliefs as they relate to health practices. Remarks/Examples</p> <p>Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.</p>
<p><u>HE.7.B.6.2:</u></p>	<p>Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Remarks/Examples</p> <p>Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.</p>

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<p><u>HE.7.B.6.3:</u></p>	<p>Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Remarks/Examples</p> <p>Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.</p>
<p><u>HE.7.C.1.1:</u></p>	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Remarks/Examples</p> <p>Teen pregnancy, caloric balance, time management, and conflict resolution.</p>
<p><u>HE.7.C.1.2:</u></p>	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples</p> <p>Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>
<p><u>HE.7.C.1.3:</u></p>	<p>Analyze how environmental factors affect personal health. Remarks/Examples</p> <p>Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.</p>
<p><u>HE.7.C.1.4:</u></p>	<p>Describe ways to reduce or prevent injuries and adolescent health problems. Remarks/Examples</p> <p>Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p>
<p><u>HE.7.C.1.5:</u></p>	<p>Classify infectious agents and their modes of transmission to the human body. Remarks/Examples</p> <p>HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.</p>
<p><u>HE.7.C.1.6:</u></p>	<p>Explain how appropriate health care can promote personal health. Remarks/Examples</p> <p>Registered dietitian to plan healthy meals, asthma action plan, and immunization.</p>

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<u>HE.7.C.1.7:</u>	<p>Describe how heredity can affect personal health.</p> <p>Remarks/Examples</p> <p>Sickle-cell anemia, diabetes, and acne.</p>
<u>HE.7.C.1.8:</u>	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p>
<u>HE.7.C.2.1:</u>	<p>Examine how family health behaviors influence health of adolescents.</p> <p>Remarks/Examples</p> <p>Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>
<u>HE.7.C.2.2:</u>	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p>Remarks/Examples</p> <p>Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>
<u>HE.7.C.2.3:</u>	<p>Examine how the school and community may influence the health behaviors of adolescents.</p> <p>Remarks/Examples</p> <p>Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.</p>
<u>HE.7.C.2.5:</u>	<p>Analyze how messages from media influence health behaviors.</p> <p>Remarks/Examples</p> <p>Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.</p>
<u>HE.7.C.2.6:</u>	<p>Evaluate the influence of technology in locating valid health information.</p> <p>Remarks/Examples</p> <p>Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>

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Course: M/J Health 6- 0800050

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4736>

BASIC INFORMATION

Course Number:	0800050
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Grade Self Contained, General, Health Education, M/J Health 6, M/J HEALTH 6
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Health Education SubSubject: General
Course Title:	M/J Health 6
Course Abbreviated Title:	M/J HEALTH 6
Course length:	Semester (S)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.</p> <p>The content should include, but is not limited to:†</p> <ul style="list-style-type: none">• Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills

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	<p>and depression) †</p> <ul style="list-style-type: none"> • Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) † • Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)† • Family life (cultures, daily routines and rules) • Personal health (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health) † • Nutrition (weight management, fitness plan, eating disorders, and BMI) † • Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring) • Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) † • Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)† • Community health (local health organizations, technology, resources, and services) † • Environmental health (adverse health effects, chemicals toxins and pollutants) † • Consumer health (advertising, media influence, products and services)† • Teen dating violence (dating, media, abuse and violence) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.</p>
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STANDARDS (43)

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The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<p><u>HE.8.B.3.1:</u></p>	<p>Analyze valid and reliable health services and the cost of products. Remarks/Examples</p> <p>Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.</p>
<p><u>HE.8.B.3.2:</u></p>	<p>Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Remarks/Examples</p> <p>Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.</p>
<p><u>HE.8.B.3.3:</u></p>	<p>Recommend a variety of technologies to gather health information. Remarks/Examples</p> <p>Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>
<p><u>HE.8.B.3.4:</u></p>	<p>Determine situations when specific professional health services or providers may be required. Remarks/Examples</p> <p>Head injuries, infections, depression, and abuse.</p>
<p><u>HE.8.B.4.1:</u></p>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Remarks/Examples</p> <p>Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
<p><u>HE.8.B.4.3:</u></p>	<p>Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Relationships, territory, jealousy, and gossip/rumors.</p>
<p><u>HE.8.B.4.4:</u></p>	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p>

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	<p>Remarks/Examples</p> <p>Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
HE.8.B.5.1:	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>Remarks/Examples</p> <p>Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
HE.8.B.5.2:	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>(Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
HE.8.B.5.3:	<p>Compile the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples</p> <p>Consequences: injury, addiction, and legal, social, sexual, and financial.</p>
HE.8.B.5.4:	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples</p> <p>Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
HE.8.B.5.5:	<p>Evaluate the outcomes of a health-related decision.</p> <p>Remarks/Examples</p> <p>Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
HE.8.B.6.1:	<p>Assess personal health practices.</p> <p>Remarks/Examples</p> <p>Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p>
HE.8.B.6.2:	<p>Design an individual goal to adopt, maintain, or improve a personal</p>

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	<p>health practice. Remarks/Examples</p> <p>Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.</p>
HE.8.B.6.3:	<p>Apply strategies and skills needed to attain a personal health goal. Remarks/Examples</p> <p>Physical activity, nutrition modification, and anger management.</p>
HE.8.B.6.4:	<p>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Remarks/Examples</p> <p>Weight reduction, cost of healthier food, availability of exercise equipment, and general health.</p>
HE.8.C.1.2:	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples</p> <p>Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
HE.8.C.1.3:	<p>Predict how environmental factors affect personal health. Remarks/Examples</p> <p>Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
HE.8.C.1.4:	<p>Investigate strategies to reduce or prevent injuries and other adolescent health problems. Remarks/Examples</p> <p>Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.</p>
HE.8.C.1.5:	<p>Identify major chronic diseases that impact human body systems. Remarks/Examples</p> <p>Cancer, hypertension and coronary artery disease, asthma, and diabetes.</p>

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<p><u>HE.8.C.1.6:</u></p>	<p>Analyze how appropriate health care can promote personal health. Remarks/Examples</p> <p>Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.</p>
<p><u>HE.8.C.1.7:</u></p>	<p>Explore how heredity and family history can affect personal health. Remarks/Examples</p> <p>Sickle-cell anemia, heart disease, diabetes, and mental health.</p>
<p><u>HE.8.C.1.8:</u></p>	<p>Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Remarks/Examples</p> <p>Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.</p>
<p><u>HE.8.C.2.1:</u></p>	<p>Assess the role of family health beliefs on the health of adolescents. Remarks/Examples</p> <p>Alternative medical care, family religious beliefs, and importance of physical activity.</p>
<p><u>HE.8.C.2.2:</u></p>	<p>Assess how the health beliefs of peers may influence adolescent health. Remarks/Examples</p> <p>Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
<p><u>HE.8.C.2.3:</u></p>	<p>Analyze how the school and community may influence adolescent health. Remarks/Examples</p> <p>Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.</p>
<p><u>HE.8.C.2.4:</u></p>	<p>Critique school and public health policies that influence health promotion and disease prevention. Remarks/Examples</p> <p>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
<p><u>HE.8.C.2.5:</u></p>	<p>Research marketing strategies behind health-related media messages. Remarks/Examples</p>

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	<p>Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
HE.8.C.2.6:	<p>Analyze the influence of technology on personal and family health. Remarks/Examples</p> <p>TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.</p>
HE.8.C.2.7:	<p>Describe the influence of culture on health beliefs, practices, and behaviors. Remarks/Examples</p> <p>Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
HE.8.C.2.8:	<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples</p> <p>Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”</p>
HE.8.C.2.9:	<p>Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples</p> <p>Social conformity, desires, and impulses.</p>
HE.8.P.7.1:	<p>Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. Remarks/Examples</p> <p>Sexual abstinence, skin care, and drug abuse.</p>
HE.8.P.7.2:	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples</p> <p>Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.</p>
HE.8.P.7.3:	<p>Promote positive health choices with the influence and support of</p>

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	<p>others.</p> <p>Remarks/Examples</p> <p>Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.</p>
<u>HE.8.P.8.2:</u>	<p>Justify a health-enhancing position on a topic and support it with accurate information.</p> <p>Remarks/Examples</p> <p>Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.</p>
<u>HE.8.P.8.3:</u>	<p>Work cooperatively to advocate for healthy individuals, peers, families, and schools.</p> <p>Remarks/Examples</p> <p>Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.</p>
<u>HE.8.P.8.4:</u>	<p>Evaluate ways health messages and communication techniques can be targeted for different audiences.</p> <p>Remarks/Examples</p> <p>Advertising, social media campaign, and health fairs.</p>
<u>LAFS.68.WHST.1.1a:</u>	<p>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>
<u>LAFS.68.WHST.2.6:</u>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<u>LAFS.8.RL.1.3:</u>	<p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
<u>LAFS.8.SL.2.5:</u>	<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<u>LAFS.8.W.3.8:</u>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

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

Course: M/J Health 5- 0800040

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4735>

BASIC INFORMATION

Course Number:	0800040
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Grade Self Contained, General, Health Education, M/J Health 5, M/J HEALTH 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Health Education SubSubject: General
Course Title:	M/J Health 5
Course Abbreviated Title:	M/J HEALTH 5
Course length:	Semester (S)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.†</p> <p>The content should include, but is not limited to, the following:†</p> <ul style="list-style-type: none">• Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)†

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- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- **Family life** (cultures, daily routines and rules)
- **Personal health** (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health) †
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI) †
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- **Community health** (local health organizations, technology, resources, and services) †
- **Environmental health** (adverse health effects, chemicals toxins and pollutants) †
- **Consumer health** (advertising, media influence, products and services)†
- **Teen dating violence** (dating, media, abuse and violence)

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

STANDARDS (42)

The alphanumeric coding scheme has changed –

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The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<p><u>HE.7.B.3.1:</u></p>	<p>Analyze the validity of health information, products, and services. Remarks/Examples</p> <p>Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.</p>
<p><u>HE.7.B.3.3:</u></p>	<p>Compare a variety of technologies to gather health information. Remarks/Examples</p> <p>WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
<p><u>HE.7.B.3.4:</u></p>	<p>Differentiate among professional health services that may be required. Remarks/Examples</p> <p>Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.</p>
<p><u>HE.7.B.4.1:</u></p>	<p>Apply effective communication skills when interacting with others to enhance health. Remarks/Examples</p> <p>Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<p><u>HE.7.B.4.2:</u></p>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples</p> <p>Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<p><u>HE.7.B.4.3:</u></p>	<p>Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>

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<p><u>HE.7.B.4.4:</u></p>	<p>Demonstrate how to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>“I” messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.</p>
<p><u>HE.7.B.5.2:</u></p>	<p>Select healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples</p> <p>Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
<p><u>HE.7.B.5.4:</u></p>	<p>Determine when individual or collaborative decision-making is appropriate. Remarks/Examples</p> <p>Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
<p><u>HE.7.B.5.5:</u></p>	<p>Predict the short and long-term consequences of engaging in health-risk behaviors. Remarks/Examples</p> <p>Driving under the influence, lack of exercise, and poor diet.</p>
<p><u>HE.7.B.6.1:</u></p>	<p>Analyze personal beliefs as they relate to health practices. Remarks/Examples</p> <p>Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.</p>
<p><u>HE.7.B.6.2:</u></p>	<p>Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Remarks/Examples</p> <p>Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.</p>
<p><u>HE.7.B.6.3:</u></p>	<p>Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Remarks/Examples</p> <p>Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.</p>

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<p><u>HE.7.C.1.1:</u></p>	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Remarks/Examples</p> <p>Teen pregnancy, caloric balance, time management, and conflict resolution.</p>
<p><u>HE.7.C.1.2:</u></p>	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples</p> <p>Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>
<p><u>HE.7.C.1.3:</u></p>	<p>Analyze how environmental factors affect personal health. Remarks/Examples</p> <p>Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.</p>
<p><u>HE.7.C.1.4:</u></p>	<p>Describe ways to reduce or prevent injuries and adolescent health problems. Remarks/Examples</p> <p>Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p>
<p><u>HE.7.C.1.5:</u></p>	<p>Classify infectious agents and their modes of transmission to the human body. Remarks/Examples</p> <p>HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.</p>
<p><u>HE.7.C.1.6:</u></p>	<p>Explain how appropriate health care can promote personal health. Remarks/Examples</p> <p>Registered dietitian to plan healthy meals, asthma action plan, and immunization.</p>
<p><u>HE.7.C.1.7:</u></p>	<p>Describe how heredity can affect personal health. Remarks/Examples</p> <p>Sickle-cell anemia, diabetes, and acne.</p>
<p><u>HE.7.C.1.8:</u></p>	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p>

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	<p>Remarks/Examples</p> <p>Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p>
HE.7.C.2.1:	<p>Examine how family health behaviors influence health of adolescents.</p> <p>Remarks/Examples</p> <p>Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>
HE.7.C.2.2:	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p>Remarks/Examples</p> <p>Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>
HE.7.C.2.3:	<p>Examine how the school and community may influence the health behaviors of adolescents.</p> <p>Remarks/Examples</p> <p>Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.</p>
HE.7.C.2.5:	<p>Analyze how messages from media influence health behaviors.</p> <p>Remarks/Examples</p> <p>Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.</p>
HE.7.C.2.6:	<p>Evaluate the influence of technology in locating valid health information.</p> <p>Remarks/Examples</p> <p>Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>
HE.7.C.2.7:	<p>Determine how cultural changes related to health beliefs and behaviors impact personal health.</p> <p>Remarks/Examples</p> <p>Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.</p>

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<u>HE.7.C.2.8:</u>	<p>Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p>Remarks/Examples</p> <p>Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.</p>
<u>HE.7.C.2.9:</u>	<p>Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples</p> <p>Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.</p>
<u>HE.7.P.7.1:</u>	<p>Examine the importance of assuming responsibility for personal-health behaviors.</p> <p>Remarks/Examples</p> <p>Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.</p>
<u>HE.7.P.7.2:</u>	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.</p>
<u>HE.7.P.8.1:</u>	<p>Utilize the influence of others to promote positive health choices.</p> <p>Remarks/Examples</p> <p>Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p>
<u>HE.7.P.8.2:</u>	<p>Articulate a position on a health-related issue and support it with accurate health information.</p> <p>Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>
<u>HE.7.P.8.3:</u>	<p>Work cooperatively to advocate for healthy individuals, peers, and families.</p> <p>Remarks/Examples</p> <p>Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>

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HE.7.P.8.4:	<p>Analyze ways health messages can target different audiences.</p> <p>Remarks/Examples</p> <p>Print media, broadcast media, billboards, and Internet resources.</p>
LAFS.68.WHST.2.6:	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
LAFS.7.RI.1.3:	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
LAFS.7.RI.3.8:	<p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.6:	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced "page 52" in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.7.W.3.8:	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

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MAFS.7.SP.1.1:

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

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Course: M/J Health 4- 0800030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4732>

BASIC INFORMATION

Course Number:	0800030
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Grade Self Contained, General, Health Education, M/J Health 4, M/J HEALTH 4
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Health Education</p> <p>SubSubject: General</p>
Course Title:	M/J Health 4
Course Abbreviated Title:	M/J HEALTH 4
Course length:	Semester (S)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy lifestyle and healthy living. This course focuses on the comprehensive health issues core to the optimal development of adolescents. †</p> <p>The content should include, but is not limited to, the following:†</p> <ul style="list-style-type: none"> • Mental and emotional health (personal health care,

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screenings, counseling, negotiation skills, bullying, grief, loss and depression) †

- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS) †
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)†
- **Family life** (risk reduction behaviors, cultures, daily routines and rules)
- **Personal health** (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health) †
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI) †
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED) †
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)†
- **Community health** (local health organizations, technology, resources, and services) †
- **Environmental health** (adverse health effects, chemicals toxins and pollutants) †
- **Consumer health** (advertising, media influence, products and services)†
- **Teen dating violence** (dating, abuse and violence)

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of

	that exemption.
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STANDARDS (44)

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<u>HE.6.B.3.1:</u>	Examine the validity of health information, and determine the cost of health products, and services. Remarks/Examples Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.
<u>HE.6.B.3.3:</u>	Investigate a variety of technologies to gather health information. Remarks/Examples Thermometer, television, Internet, audio books, and technology tools.
<u>HE.6.B.3.4:</u>	Describe situations when professional health services may be required. Remarks/Examples Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
<u>HE.6.B.4.1:</u>	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Remarks/Examples Role playing, short stories, and open-ended scenarios.
<u>HE.6.B.4.2:</u>	Practice refusal skills and negotiation skills to reduce health risks. Remarks/Examples Assertiveness, compromising, and use of "I" messages.
<u>HE.6.B.4.3:</u>	Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples

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	Talk to an adult, anger management, and conflict mediation.
HE.6.B.4.4:	<p>Compile ways to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbalize, write, and ask others for help.</p>
HE.6.B.5.1:	<p>Investigate health-related situations that require the application of a thoughtful decision-making process.</p> <p>Remarks/Examples</p> <p>Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>
HE.6.B.5.2:	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples</p> <p>Not smoking, limiting sedentary activity, and practicing good character.</p>
HE.6.B.5.3:	<p>Specify the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples</p> <p>Physical, social, emotional, financial, and legal consequences, and emergency preparedness.</p>
HE.6.B.5.4:	<p>Distinguish between the need for individual or collaborative decision-making.</p> <p>Remarks/Examples</p> <p>Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.</p>
HE.6.B.5.5:	<p>Predict the potential outcomes of a health-related decision.</p> <p>Remarks/Examples</p> <p>Prescription drug use/abuse, eating disorders, depression, and sexual behavior.</p>
HE.6.B.6.1:	<p>Use various methods to measure personal health status.</p> <p>Remarks/Examples</p> <p>BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.</p>

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<p><u>HE.6.B.6.2:</u></p>	<p>Develop an individual goal to adopt, maintain, or improve a personal health practice. Remarks/Examples</p> <p>Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.</p>
<p><u>HE.6.B.6.3:</u></p>	<p>Determine strategies and skills needed to attain a personal health goal. Remarks/Examples</p> <p>Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.</p>
<p><u>HE.6.B.6.4:</u></p>	<p>Monitor progress toward attaining a personal health goal. Remarks/Examples</p> <p>Checklist, diary, log, computer software, and websites.</p>
<p><u>HE.6.C.1.2:</u></p>	<p>Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples</p> <p>Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.</p>
<p><u>HE.6.C.1.3:</u></p>	<p>Identify environmental factors that affect personal health. Remarks/Examples</p> <p>Air and water quality, availability of sidewalks, contaminated food, and road hazards.</p>
<p><u>HE.6.C.1.4:</u></p>	<p>Identify health problems and concerns common to adolescents including reproductive development. Remarks/Examples</p> <p>Acne, eating disorders, suicide/depression, and puberty.</p>
<p><u>HE.6.C.1.5:</u></p>	<p>Explain how body systems are impacted by hereditary factors and infectious agents. Remarks/Examples</p> <p>Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.</p>
<p><u>HE.6.C.1.6:</u></p>	<p>Examine how appropriate health care can promote personal health. Remarks/Examples</p>

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	Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.
HE.6.C.1.7:	Recognize how heredity can affect personal health. Remarks/Examples Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.
HE.6.C.1.8:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Remarks/Examples Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
HE.6.C.2.1:	Examine how family influences the health of adolescents. Remarks/Examples Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
HE.6.C.2.2:	Examine how peers influence the health of adolescents. Remarks/Examples Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
HE.6.C.2.3:	Identify the impact of health information conveyed to students by the school and community. Remarks/Examples First-aid education program, refusal-skills practice, and healthy body composition: BMI.
HE.6.C.2.4:	Investigate school and public health policies that influence health promotion and disease prevention. Remarks/Examples Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
HE.6.C.2.5:	Examine how media influences peer and community health behaviors.

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	<p>Remarks/Examples</p> <p>Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>
HE.6.C.2.6:	<p>Propose ways that technology can influence peer and community health behaviors.</p> <p>Remarks/Examples</p> <p>Internet social media/networking sites, heart-rate monitors, and cross-walk signals.</p>
HE.6.C.2.7:	<p>Investigate cultural changes related to health beliefs and behaviors.</p> <p>Remarks/Examples</p> <p>School breakfast programs, fast- food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.</p>
HE.6.C.2.8:	<p>Determine how social norms may impact healthy and unhealthy behavior.</p> <p>Remarks/Examples</p> <p>Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.</p>
HE.6.C.2.9:	<p>Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples</p> <p>Curiosity, interests, fears, likes, and dislikes.</p>
HE.6.P.7.1:	<p>Explain the importance of assuming responsibility for personal-health behaviors.</p> <p>Remarks/Examples</p> <p>Medical/dental checkups, resisting peer pressure, and healthy relationships.</p>
HE.6.P.7.2:	<p>Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.</p>

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<p><u>HE.6.P.8.1:</u></p>	<p>Practice how to influence and support others when making positive health choices. Remarks/Examples</p> <p>Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.</p>
<p><u>HE.6.P.8.2:</u></p>	<p>State a health-enhancing position on a topic and support it with accurate information. Remarks/Examples</p> <p>Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.</p>
<p><u>HE.6.P.8.3:</u></p>	<p>Work cooperatively to advocate for healthy individuals, families, and schools. Remarks/Examples</p> <p>Media campaigns, posters, skits, and PSAs.</p>
<p><u>HE.6.P.8.4:</u></p>	<p>Identify ways health messages and communication techniques can be targeted for different audiences. Remarks/Examples</p> <p>Surveys, advertisements, music, and clothing.</p>
<p><u>LAFS.6.RI.3.8:</u></p>	<p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><u>LAFS.6.SL.2.5:</u></p>	<p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p><u>LAFS.6.W.1.1:</u></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.

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<p><u>LAFS.68.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><u>MAFS.6.SP.1.1:</u></p>	<p>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i></p>
<p><u>MAFS.6.SP.1.2:</u></p>	<p>Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p>

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Course: M/J Health 3- 0800020

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4671>

BASIC INFORMATION

Course Number:	0800020
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Grade Self Contained, General, Health Education, M/J Health 3, M/J HEALTH 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Health Education SubSubject: General
Course Title:	M/J Health 3
Course Abbreviated Title:	M/J HEALTH 3
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.</p> <p>The content should include, but is not limited to:</p>

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- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (cultures, daily routines and rules)
- Personal health (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, media, abuse and violence)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be

	<p>penalized by reason of that exemption.</p> <p>The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.</p>
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STANDARDS (45)

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

<u>HE.8.B.3.1:</u>	<p>Analyze valid and reliable health services and the cost of products. Remarks/Examples</p> <p>Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.</p>
<u>HE.8.B.3.2:</u>	<p>Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Remarks/Examples</p> <p>Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.</p>
<u>HE.8.B.3.3:</u>	<p>Recommend a variety of technologies to gather health information. Remarks/Examples</p> <p>Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>
<u>HE.8.B.3.4:</u>	<p>Determine situations when specific professional health services or providers may be required. Remarks/Examples</p> <p>Head injuries, infections, depression, and abuse.</p>
<u>HE.8.B.4.1:</u>	<p>Illustrate skills necessary for effective communication with family,</p>

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	<p>peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p>Remarks/Examples</p> <p>Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.4.4:	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>
HE.8.B.5.1:	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>Remarks/Examples</p> <p>Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p>
HE.8.B.5.2:	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>(Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
HE.8.B.5.3:	<p>Compile the potential outcomes of each option when making a health-related decision.</p> <p>Remarks/Examples</p> <p>Consequences: injury, addiction, and legal, social, sexual, and financial.</p>
HE.8.B.5.4:	<p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p>Remarks/Examples</p> <p>Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
HE.8.B.5.5:	<p>Evaluate the outcomes of a health-related decision.</p>

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	<p>Remarks/Examples</p> <p>Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
HE.8.B.6.1:	<p>Assess personal health practices.</p> <p>Remarks/Examples</p> <p>Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.</p>
HE.8.B.6.2:	<p>Design an individual goal to adopt, maintain, or improve a personal health practice.</p> <p>Remarks/Examples</p> <p>Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.</p>
HE.8.B.6.3:	<p>Apply strategies and skills needed to attain a personal health goal.</p> <p>Remarks/Examples</p> <p>Physical activity, nutrition modification, and anger management.</p>
HE.8.B.6.4:	<p>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p>Remarks/Examples</p> <p>Weight reduction, cost of healthier food, availability of exercise equipment, and general health.</p>
HE.8.C.1.2:	<p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p>Remarks/Examples</p> <p>Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
HE.8.C.1.3:	<p>Predict how environmental factors affect personal health.</p> <p>Remarks/Examples</p> <p>Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
HE.8.C.1.4:	<p>Investigate strategies to reduce or prevent injuries and other adolescent health problems.</p>

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	<p>Remarks/Examples</p> <p>Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.</p>
HE.8.C.1.5:	<p>Identify major chronic diseases that impact human body systems.</p> <p>Remarks/Examples</p> <p>Cancer, hypertension and coronary artery disease, asthma, and diabetes.</p>
HE.8.C.1.6:	<p>Analyze how appropriate health care can promote personal health.</p> <p>Remarks/Examples</p> <p>Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.</p>
HE.8.C.1.7:	<p>Explore how heredity and family history can affect personal health.</p> <p>Remarks/Examples</p> <p>Sickle-cell anemia, heart disease, diabetes, and mental health.</p>
HE.8.C.1.8:	<p>Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.</p>
HE.8.C.2.1:	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Remarks/Examples</p> <p>Alternative medical care, family religious beliefs, and importance of physical activity.</p>
HE.8.C.2.2:	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Remarks/Examples</p> <p>Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
HE.8.C.2.3:	<p>Analyze how the school and community may influence adolescent health.</p> <p>Remarks/Examples</p>

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	<p>Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.</p>
HE.8.C.2.4:	<p>Critique school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
HE.8.C.2.5:	<p>Research marketing strategies behind health-related media messages.</p> <p>Remarks/Examples</p> <p>Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p>
HE.8.C.2.6:	<p>Analyze the influence of technology on personal and family health.</p> <p>Remarks/Examples</p> <p>TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.</p>
HE.8.C.2.7:	<p>Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>Remarks/Examples</p> <p>Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
HE.8.C.2.8:	<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>Remarks/Examples</p> <p>Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”</p>
HE.8.C.2.9:	<p>Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>Remarks/Examples</p> <p>Social conformity, desires, and impulses.</p>
HE.8.P.7.1:	<p>Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.</p> <p>Remarks/Examples</p>

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	Sexual abstinence, skin care, and drug abuse.
HE.8.P.7.2:	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
HE.8.P.8.1:	Promote positive health choices with the influence and support of others. Remarks/Examples Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
HE.8.P.8.2:	Justify a health-enhancing position on a topic and support it with accurate information. Remarks/Examples Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. Remarks/Examples Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
HE.8.P.8.4:	Evaluate ways health messages and communication techniques can be targeted for different audiences. Remarks/Examples Advertising, social media campaign, and health fairs.
LAFS.68.WHST.1.1a:	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.1.2:	Analyze how particular lines of dialogue or incidents in a story or drama

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	propel the action, reveal aspects of a character, or provoke a decision.
<u>LAFS.8.RL.2.6:</u>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<u>LAFS.8.SL.2.5:</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<u>LAFS.8.W.1.1:</u>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<u>LAFS.8.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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Course: M/J Health 3 & Career Planning-0800025

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4720>

BASIC INFORMATION

Course Number:	0800025
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Grade Self Contained, General, Health Education, M/J Health 3 & Career Planning, M/J HEALTH 3 & CAR P
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Health Education</p> <p>SubSubject: General</p>
Course Title:	M/J Health 3 & Career Planning
Course Abbreviated Title:	M/J HEALTH 3 & CAR P
Course length:	Year (Y)
Course Type:	Elective
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to become healthy, productive citizens. This comprehensive course focuses on the development of positive life-long knowledge, attitudes, and behaviors, which promote an active and healthy lifestyle.</p> <p>The content should include, but is not limited to:†</p>

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- **Mental and emotional health** (personal health care, screenings, counseling, negotiation skills, bullying, coping skills and depression)
- **Prevention and control of disease** (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- **Consumer health** (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- **Family life** (cultures, daily routines and rules)
- **Personal health** (risk reduction behaviors, communication skills, social relationships, wellness, and reproductive health)
- **Nutrition** (weight management, fitness plan, eating disorders, and BMI)
- **Internet safety** (security, threats, media, cyber-bullying parental controls, and monitoring)
- **Injury prevention and safety** (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- **Substance use and abuse** (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- **Community health** (local health organizations, technology, resources, and services)
- **Environmental health** (adverse health effects, chemicals toxins and pollutants)
- **Consumer health** (advertising, media influence, products and services)†
- **Teen dating violence** (dating, media, abuse and violence)

Instructional Practices

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of

that exemption.†

STUDENTS WILL:

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

Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

STANDARDS (45)

The following standards focus on yearly instruction to ensure that students gain adequate exposure to

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

<p><u>HE.8.B.3.1:</u></p>	<p>Analyze valid and reliable health services and the cost of products. Remarks/Examples</p> <p>Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.</p>
<p><u>HE.8.B.3.2:</u></p>	<p>Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health. Remarks/Examples</p> <p>Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.</p>
<p><u>HE.8.B.3.3:</u></p>	<p>Recommend a variety of technologies to gather health information. Remarks/Examples</p> <p>Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>
<p><u>HE.8.B.3.4:</u></p>	<p>Determine situations when specific professional health services or providers may be required. Remarks/Examples</p> <p>Head injuries, infections, depression, and abuse.</p>
<p><u>HE.8.B.4.1:</u></p>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Remarks/Examples</p> <p>Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
<p><u>HE.8.B.4.3:</u></p>	<p>Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Relationships, territory, jealousy, and gossip/rumors.</p>
<p><u>HE.8.B.4.4:</u></p>	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples</p> <p>Compare responses, passive vs. assertive, written vs. spoken, and</p>

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	anonymous vs. face-to-face.
HE.8.B.5.1:	Determine when health-related situations require the application of a thoughtful prepared plan of action. Remarks/Examples Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.
HE.8.B.5.2:	Categorize healthy and unhealthy alternatives to health-related issues or problems. Remarks/Examples (Alcohol consumption, sleep requirements, physical activity, and time management.)
HE.8.B.5.3:	Compile the potential outcomes of each option when making a health-related decision. Remarks/Examples Consequences: injury, addiction, and legal, social, sexual, and financial.
HE.8.B.5.4:	Distinguish when individual or collaborative decision-making is appropriate. Remarks/Examples Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
HE.8.B.5.5:	Evaluate the outcomes of a health-related decision. Remarks/Examples Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
HE.8.B.6.1:	Assess personal health practices. Remarks/Examples Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
HE.8.B.6.2:	Design an individual goal to adopt, maintain, or improve a personal health practice. Remarks/Examples

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	Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.
HE.8.B.6.3:	Apply strategies and skills needed to attain a personal health goal. Remarks/Examples Physical activity, nutrition modification, and anger management.
HE.8.B.6.4:	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. Remarks/Examples Weight reduction, cost of healthier food, availability of exercise equipment, and general health.
HE.8.C.1.2:	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
HE.8.C.1.3:	Predict how environmental factors affect personal health. Remarks/Examples Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
HE.8.C.1.4:	Investigate strategies to reduce or prevent injuries and other adolescent health problems. Remarks/Examples Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.
HE.8.C.1.5:	Identify major chronic diseases that impact human body systems. Remarks/Examples Cancer, hypertension and coronary artery disease, asthma, and diabetes.
HE.8.C.1.6:	Analyze how appropriate health care can promote personal health. Remarks/Examples

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	<p>Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.</p>
HE.8.C.1.7:	<p>Explore how heredity and family history can affect personal health. Remarks/Examples</p> <p>Sickle-cell anemia, heart disease, diabetes, and mental health.</p>
HE.8.C.1.8:	<p>Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Remarks/Examples</p> <p>Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.</p>
HE.8.C.2.1:	<p>Assess the role of family health beliefs on the health of adolescents. Remarks/Examples</p> <p>Alternative medical care, family religious beliefs, and importance of physical activity.</p>
HE.8.C.2.2:	<p>Assess how the health beliefs of peers may influence adolescent health. Remarks/Examples</p> <p>Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
HE.8.C.2.3:	<p>Analyze how the school and community may influence adolescent health. Remarks/Examples</p> <p>Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.</p>
HE.8.C.2.4:	<p>Critique school and public health policies that influence health promotion and disease prevention. Remarks/Examples</p> <p>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.</p>
HE.8.C.2.5:	<p>Research marketing strategies behind health-related media messages. Remarks/Examples</p> <p>Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of</p>

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	violence.
<u>HE.8.C.2.6:</u>	Analyze the influence of technology on personal and family health. Remarks/Examples TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.
<u>HE.8.C.2.7:</u>	Describe the influence of culture on health beliefs, practices, and behaviors. Remarks/Examples Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.
<u>HE.8.C.2.8:</u>	Explain how the perceptions of norms influence healthy and unhealthy behaviors. Remarks/Examples Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are “normal.”
<u>HE.8.C.2.9:</u>	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Social conformity, desires, and impulses.
<u>HE.8.P.7.1:</u>	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior. Remarks/Examples Sexual abstinence, skin care, and drug abuse.
<u>HE.8.P.7.2:</u>	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
<u>HE.8.P.8.1:</u>	Promote positive health choices with the influence and support of others. Remarks/Examples

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	Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.
HE.8.P.8.2:	Justify a health-enhancing position on a topic and support it with accurate information. Remarks/Examples Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance.
HE.8.P.8.3:	Work cooperatively to advocate for healthy individuals, peers, families, and schools. Remarks/Examples Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.
HE.8.P.8.4:	Evaluate ways health messages and communication techniques can be targeted for different audiences. Remarks/Examples Advertising, social media campaign, and health fairs.
LAFS.68.WHST.1.1a:	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.8.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence.

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	<p>using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none"> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LAFS.8.W.3.8:</u></p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

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<p><u>HE.7.C.2.7:</u></p>	<p>Determine how cultural changes related to health beliefs and behaviors impact personal health. Remarks/Examples</p> <p>Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response.</p>
<p><u>HE.7.C.2.8:</u></p>	<p>Evaluate how changes in social norms impact healthy and unhealthy behavior. Remarks/Examples</p> <p>Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.</p>
<p><u>HE.7.C.2.9:</u></p>	<p>Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples</p> <p>Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.</p>
<p><u>HE.7.P.7.1:</u></p>	<p>Examine the importance of assuming responsibility for personal-health behaviors. Remarks/Examples</p> <p>Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.</p>
<p><u>HE.7.P.7.2:</u></p>	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples</p> <p>Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.</p>
<p><u>HE.7.P.8.1:</u></p>	<p>Utilize the influence of others to promote positive health choices. Remarks/Examples</p> <p>Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.</p>
<p><u>HE.7.P.8.2:</u></p>	<p>Articulate a position on a health-related issue and support it with accurate health information. Remarks/Examples</p> <p>Bullying prevention, Internet safety, and nutritional choices.</p>

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<p>HE.7.P.8.3:</p>	<p>Work cooperatively to advocate for healthy individuals, peers, and families. Remarks/Examples</p> <p>Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.</p>
<p>HE.7.P.8.4:</p>	<p>Analyze ways health messages can target different audiences. Remarks/Examples</p> <p>Print media, broadcast media, billboards, and Internet resources.</p>
<p>LAFS.68.WHST.2.6:</p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>LAFS.7.RI.1.3:</p>	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>
<p>LAFS.7.SL.1.1:</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<p>LAFS.7.SL.2.6:</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) Remarks/Examples</p> <p>Note: The referenced "page 52" in the standard descriptor is from the adopted standards document that can be found here.</p>
<p>LAFS.7.W.2.9:</p>	<p>Gather relevant information from multiple print and digital sources,</p>

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	using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>MAFS.7.SP.1.1:</u>	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

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<u>TH.68.C.2.2:</u>	Keep a rehearsal journal to document individual performance progress.
<u>TH.68.C.2.3:</u>	Ask questions to understand a peer’s artistic choices for a performance or design.
<u>TH.68.C.2.4:</u>	Defend personal responses to a theatre production.
<u>TH.68.C.3.2:</u>	Compare a film version of a story to its original play form.
<u>TH.68.C.3.3:</u>	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
<u>TH.68.F.1.2:</u>	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
<u>TH.68.F.1.3:</u>	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
<u>TH.68.F.1.4:</u>	Survey an aspect of theatre to understand the ways in which technology has affected it over time. Remarks/Examples e.g., staging, lights, costumes
<u>TH.68.F.2.1:</u>	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
<u>TH.68.F.2.3:</u>	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy. Remarks/Examples e.g., caterers, neighborhood eateries, fabric stores, paint and paintbrush manufacturers, orchestrators, playwrights, babysitters
<u>TH.68.F.3.1:</u>	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Remarks/Examples e.g., royalties, copies, changing text

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<u>TH.68.H.1.1:</u>	Explore potential differences when performing works set in a variety of historical and cultural contexts.
<u>TH.68.H.1.2:</u>	Analyze the impact of one’s emotional and social experiences when responding to, or participating in, a play.
<u>TH.68.H.1.3:</u>	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
<u>TH.68.H.1.4:</u>	Create a monologue or story that reflects one’s understanding of an event in a culture different from one’s own.
<u>TH.68.H.1.5:</u>	Describe one’s own personal responses to a theatrical work and show respect for the responses of others.
<u>TH.68.H.2.1:</u>	Compare western theatre traditions with those of other cultures.
<u>TH.68.H.2.2:</u>	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture. Remarks/Examples e.g., Hair: antiwar sentiment; Show Boat: discrimination; South Pacific: discrimination
<u>TH.68.H.2.3:</u>	Analyze theatre history and dramatic literature in the context of societal and cultural history.
<u>TH.68.H.2.5:</u>	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
<u>TH.68.H.2.7:</u>	Define theatre genres from different periods in history, giving examples of each.
<u>TH.68.H.3.2:</u>	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
<u>TH.68.H.3.3:</u>	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
<u>TH.68.H.3.6:</u>	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
<u>TH.68.O.1.1:</u>	Compare different processes an actor uses to prepare for a performance.

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<u>TH.68.O.1.3:</u>	Explain the impact of choices made by directors, designers, and actors on audience understanding.
<u>TH.68.O.1.4:</u>	Discuss how the whole of a theatre performance is greater than the sum of its parts.
<u>TH.68.O.2.2:</u>	Explain how a performance would change if depicted in a different location, time, or culture.
<u>TH.68.O.2.5:</u>	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
<u>TH.68.O.3.2:</u>	Explore how theatre and theatrical works have influenced various cultures.
<u>TH.68.O.3.3:</u>	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<u>TH.68.S.1.1:</u>	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
<u>TH.68.S.1.3:</u>	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
<u>TH.68.S.2.1:</u>	Discuss the value of collaboration in theatre and work together to create a theatrical production.
<u>TH.68.S.2.2:</u>	Discuss and apply the theatrical production process to create a live performance.
<u>TH.68.S.2.3:</u>	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
<u>TH.68.S.2.4:</u>	Memorize and present a character's lines from a monologue or scene.
<u>TH.68.S.3.2:</u>	Use the elements of dramatic form to stage a play. Remarks/Examples e.g., plot, character, dialogue, conflict and resolution, setting

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TH.68.S.3.3:

Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.

Remarks/Examples

e.g., people, events, time, place



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<u>TH.68.H.2.7:</u>	Define theatre genres from different periods in history, giving examples of each.
<u>TH.68.H.3.1:</u>	Identify principles and techniques that are shared between the arts and other content areas. Remarks/Examples e.g., art elements, writing styles, science and math principles
<u>TH.68.H.3.2:</u>	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
<u>TH.68.H.3.3:</u>	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
<u>TH.68.O.1.1:</u>	Compare different processes an actor uses to prepare for a performance.
<u>TH.68.O.1.3:</u>	Explain the impact of choices made by directors, designers, and actors on audience understanding.
<u>TH.68.O.2.1:</u>	Diagram the major parts of a play and their relationships to each other.
<u>TH.68.O.2.2:</u>	Explain how a performance would change if depicted in a different location, time, or culture.
<u>TH.68.O.2.3:</u>	Write alternate endings for a specified play.
<u>TH.68.O.3.2:</u>	Explore how theatre and theatrical works have influenced various cultures.
<u>TH.68.O.3.3:</u>	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<u>TH.68.S.1.2:</u>	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
<u>TH.68.S.1.4:</u>	Discuss the ways in which theatre experiences involve empathy and aesthetic distance. Remarks/Examples e.g., vicarious identification with characters and actions, recognition that the play is not real life

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<u>TH.68.S.2.1:</u>	Discuss the value of collaboration in theatre and work together to create a theatrical production.
<u>TH.68.S.2.3:</u>	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
<u>TH.68.S.2.4:</u>	Memorize and present a character's lines from a monologue or scene.
<u>TH.68.S.3.1:</u>	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Remarks/Examples e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts



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Course: M/J Health 2 & Career Planning-0800015

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4659>

BASIC INFORMATION

Course Number:	0800015
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Grade Self Contained, General, Health Education, M/J Health 2 & Career Planning, M/J HEALTH 2 & CAR P
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Health Education</p> <p>SubSubject: General</p>
Course Title:	M/J Health 2 & Career Planning
Course Abbreviated Title:	M/J HEALTH 2 & CAR P
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain the knowledge and skills necessary to become health literate and practice responsible behaviors to promote healthy living. This comprehensive course focuses on making wise personal decisions and respecting and promoting the health of others.</p> <p>The content should include, but is not limited to:</p>

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- Mental and emotional health (personal health care, screenings, counseling, negotiation skills, bullying, grief, loss and depression)
- Prevention and control of disease (non-communicable, sexually transmitted diseases, STDs, and HIV/AIDS)
- Consumer health (risk reduction behaviors, policies/laws, medical resources, and conflict resolution)
- Family life (risk reduction behaviors, cultures, daily routines and rules)
- Personal health (adolescence, communication skills, wellness, coping skills, social relationships and reproductive health)
- Nutrition (weight management, fitness plan, eating disorders, and BMI)
- Internet safety (security, threats, media, cyber-bullying parental controls, and monitoring)
- Injury prevention and safety (rules, bullying, water safety, weapons safety, and first aid/CPR/AED)
- Substance use and abuse (harmful effects of alcohol, tobacco, other drugs, and over-the-counter drugs)
- Community health (local health organizations, technology, resources, and services)
- Environmental health (adverse health effects, chemicals toxins and pollutants)
- Consumer health (advertising, media influence, products and services)
- Teen dating violence (dating, abuse and violence)

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

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of

that exemption.

STUDENTS WILL:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

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

Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

STANDARDS (42)

(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

<p>HE.7.B.3.1:</p>	<p>Analyze the validity of health information, products, and services. Remarks/Examples</p> <p>Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.</p>
<p>HE.7.B.3.3:</p>	<p>Compare a variety of technologies to gather health information. Remarks/Examples</p> <p>WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician’s office equipment, and mobile diagnostic imaging vs. hospital MRI.</p>
<p>HE.7.B.3.4:</p>	<p>Differentiate among professional health services that may be required. Remarks/Examples</p> <p>Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.</p>
<p>HE.7.B.4.1:</p>	<p>Apply effective communication skills when interacting with others to enhance health. Remarks/Examples</p> <p>Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.</p>
<p>HE.7.B.4.2:</p>	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. Remarks/Examples</p> <p>Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.</p>
<p>HE.7.B.4.3:</p>	<p>Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual</p>

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	identity.
HE.7.B.4.4:	Demonstrate how to ask for assistance to enhance the health of self and others. Remarks/Examples "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
HE.7.B.5.2:	Select healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.
HE.7.B.5.4:	Determine when individual or collaborative decision-making is appropriate. Remarks/Examples Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?
HE.7.B.5.5:	Predict the short and long-term consequences of engaging in health-risk behaviors. Remarks/Examples Driving under the influence, lack of exercise, and poor diet.
HE.7.B.6.1:	Analyze personal beliefs as they relate to health practices. Remarks/Examples Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.
HE.7.B.6.2:	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. Remarks/Examples Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.
HE.7.B.6.3:	Explain strategies and skills needed to assess progress and maintenance of a personal health goal. Remarks/Examples Journaling, daily checklists, calorie counting, use of pedometers,

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	<p>participation in support groups, and rewarding milestones.</p>
<u>HE.7.C.1.1:</u>	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Remarks/Examples</p> <p>Teen pregnancy, caloric balance, time management, and conflict resolution.</p>
<u>HE.7.C.1.2:</u>	<p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated. Remarks/Examples</p> <p>Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>
<u>HE.7.C.1.3:</u>	<p>Analyze how environmental factors affect personal health. Remarks/Examples</p> <p>Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.</p>
<u>HE.7.C.1.4:</u>	<p>Describe ways to reduce or prevent injuries and adolescent health problems. Remarks/Examples</p> <p>Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p>
<u>HE.7.C.1.5:</u>	<p>Classify infectious agents and their modes of transmission to the human body. Remarks/Examples</p> <p>HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.</p>
<u>HE.7.C.1.6:</u>	<p>Explain how appropriate health care can promote personal health. Remarks/Examples</p> <p>Registered dietitian to plan healthy meals, asthma action plan, and immunization.</p>
<u>HE.7.C.1.7:</u>	<p>Describe how heredity can affect personal health. Remarks/Examples</p> <p>Sickle-cell anemia, diabetes, and acne.</p>

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<p><u>HE.7.C.1.8:</u></p>	<p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. Remarks/Examples</p> <p>Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p>
<p><u>HE.7.C.2.1:</u></p>	<p>Examine how family health behaviors influence health of adolescents. Remarks/Examples</p> <p>Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>
<p><u>HE.7.C.2.2:</u></p>	<p>Examine how peers may influence the health behaviors of adolescents. Remarks/Examples</p> <p>Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>
<p><u>HE.7.C.2.3:</u></p>	<p>Examine how the school and community may influence the health behaviors of adolescents. Remarks/Examples</p> <p>Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.</p>
<p><u>HE.7.C.2.5:</u></p>	<p>Analyze how messages from media influence health behaviors. Remarks/Examples</p> <p>Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.</p>
<p><u>HE.7.C.2.6:</u></p>	<p>Evaluate the influence of technology in locating valid health information. Remarks/Examples</p> <p>Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.</p>
<p><u>HE.7.C.2.7:</u></p>	<p>Determine how cultural changes related to health beliefs and behaviors impact personal health. Remarks/Examples</p> <p>Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of</p>

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	emergency response.
<u>HE.7.C.2.8:</u>	Evaluate how changes in social norms impact healthy and unhealthy behavior. Remarks/Examples Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.
<u>HE.7.C.2.9:</u>	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.
<u>HE.7.P.7.1:</u>	Examine the importance of assuming responsibility for personal-health behaviors. Remarks/Examples Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.
<u>HE.7.P.7.2:</u>	Experiment with behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
<u>HE.7.P.8.1:</u>	Utilize the influence of others to promote positive health choices. Remarks/Examples Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
<u>HE.7.P.8.2:</u>	Articulate a position on a health-related issue and support it with accurate health information. Remarks/Examples Bullying prevention, Internet safety, and nutritional choices.
<u>HE.7.P.8.3:</u>	Work cooperatively to advocate for healthy individuals, peers, and families. Remarks/Examples Assist with or conduct needs assessments, write advocacy letters, and

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)

	volunteer at information kiosks.
HE.7.P.8.4:	Analyze ways health messages can target different audiences. Remarks/Examples Print media, broadcast media, billboards, and Internet resources.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
LAFS.7.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.) Remarks/Examples Note: The referenced "page 52" in the standard descriptor is from the adopted standards document that can be found here .
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of

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	others while avoiding plagiarism and following a standard format for citation.
<u>MAFS.7.SP.1.1:</u>	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

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: M/J Florida's Pre-International Baccalaureate MYP Exploratory Wheel 3-0600080

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3027>

BASIC INFORMATION

Course Number:	0600080
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Florida's Pre-International Baccalaureate MYP Exploratory Wheel 3, FL PRE-IB M/J EXP
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course Title:	M/J Florida's Pre-International Baccalaureate MYP Exploratory Wheel 3
Course Abbreviated Title:	FL PRE-IB M/J EXPWH3
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	The purpose of this course is to provide opportunities for improvement in student self-development through the study of

specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics 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.

Special Notes:

Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard benchmarks and Florida Standards for English language arts and mathematics as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped

	<p><i>backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.</i></p> <p>Source: What is meant by “the pre-IB”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</p>
<p>Version Requirements:</p>	<p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



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Course: M/J Florida's Pre-International Baccalaureate MYP Exploratory Wheel 2-0600070

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3026>

BASIC INFORMATION

Course Number:	0600070
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Florida's Pre-International Baccalaureate MYP Exploratory Wheel 2, FL PRE-IB M/J EXP
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Exploratory and Experiential Education</p> <p>SubSubject: Exploratory</p>
Course Title:	M/J Florida's Pre-International Baccalaureate MYP Exploratory Wheel 2
Course Abbreviated Title:	FL PRE-IB M/J EXPWH2
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	The purpose of this course is to provide opportunities for improvement in student self-development through the study of

specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics 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.

Special Notes:

Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard benchmarks and Florida Standards for English language arts and mathematics as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped

	<p><i>backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”. Source: What is meant by “the pre-IB”?</i></p> <p>http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</p>
<p>Version Requirements:</p>	<p>After successfully completing this course, the student will:</p> <ul style="list-style-type: none"> • Demonstrate competencies and skills from the subject area. • List career or further study opportunities in the subject area. • Demonstrate problem-solving skills related to, or use techniques in the subject area. • Locate and use data related to the subject area. • Exercise creativity related to the subject area. • Communicate personal reactions to the subject area. • Describe community resources related to the subject area.



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Course: M/J Florida's Pre-International Baccalaureate MYP Exploratory Wheel 1-0600060

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BASIC INFORMATION

Course Number:	0600060
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Florida's Pre-International Baccalaureate MYP Exploratory Wheel 1, FL PRE-IB M/J EXP
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Exploratory and Experiential Education</p> <p>SubSubject: Exploratory</p>
Course Title:	M/J Florida's Pre-International Baccalaureate MYP Exploratory Wheel 1
Course Abbreviated Title:	FL PRE-IB M/J EXPWH1
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	The purpose of this course is to provide opportunities for improvement in student self-development through the study of

specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics 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.

Special Notes:

Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard benchmarks and Florida Standards for English language arts and mathematics as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped

	<p><i>backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.</i></p> <p>Source: What is meant by “the pre-IB”? http://www.ibo.org/myp/curriculum/group6/ Published: 12/06/2010; Updated: 05/23/2011</p>
<p>Version Requirements:</p>	<p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



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Course: M/J Exploratory Wheel 6- 0600050

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BASIC INFORMATION

Course Number:	0600050
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Exploratory Wheel 6, M/J EXPLOR WHEEL 6
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course Title:	M/J Exploratory Wheel 6
Course Abbreviated Title:	M/J EXPLOR WHEEL 6
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed

	<ul style="list-style-type: none"> • specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard benchmarks and Florida Standards for English language arts and mathematics as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.</p>
<p>Version Requirements:</p>	<p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



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Course: M/J Exploratory Wheel 4- 0600030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/2022>

BASIC INFORMATION

Course Number:	0600030
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Exploratory Wheel 4, M/J EXPLOR WHEEL 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course Title:	M/J Exploratory Wheel 4
Course Abbreviated Title:	M/J EXPLOR WHEEL 4
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed

	<ul style="list-style-type: none"> • specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard benchmarks and Florida Standards for English language arts and mathematics as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.</p>
<p>Version Requirements:</p>	<p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



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Course: M/J Exploratory Wheel 3- 0600020

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BASIC INFORMATION

Course Number:	0600020
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Exploratory Wheel 3, M/J EXPLOR WHEEL 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course Title:	M/J Exploratory Wheel 3
Course Abbreviated Title:	M/J EXPLOR WHEEL 3
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed

	<ul style="list-style-type: none"> • specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard benchmarks and Florida Standards for English language arts and mathematics as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.</p>
<p>Version Requirements:</p>	<p>Course Requirements: After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



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Course: M/J Exploratory Wheel 5- 0600040

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BASIC INFORMATION

Course Number:	0600040
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Exploratory Wheel 5, M/J EXPLOR WHEEL 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course Title:	M/J Exploratory Wheel 5
Course Abbreviated Title:	M/J EXPLOR WHEEL 5
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed

	<ul style="list-style-type: none"> • specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard benchmarks and Florida Standards for English language arts and mathematics as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.</p>
<p>Version Requirements:</p>	<p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



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Course: M/J Exploratory Wheel 2 and Career Planning- 0600010

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3906>

BASIC INFORMATION

Course Number:	0600010
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Exploratory Wheel 2 and Career Planning, M/J EXPLOR WHEEL 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course Title:	M/J Exploratory Wheel 2 and Career Planning
Course Abbreviated Title:	M/J EXPLOR WHEEL 2
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and

knowledge of subject areas to which the student is exposed

- specific content based on selected intended outcomes from existing courses

Special Note: Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard benchmarks and Florida Standards for English language arts and mathematics as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

STUDENTS WILL:

1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational

	<p>achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</p> <p>Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fl DOE.org/workforce/ced/.</p>
<p>Version Requirements:</p>	<p>Course Requirements: After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



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Course: M/J Exploratory Wheel 1- 0600000

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BASIC INFORMATION

Course Number:	0600000
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Exploratory Wheel 1, M/J EXPLOR WHEEL 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Exploratory
Course Title:	M/J Exploratory Wheel 1
Course Abbreviated Title:	M/J EXPLOR WHEEL 1
Course length:	Semester (S)
Status:	State Board Approved
General Notes:	<p>The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:</p> <ul style="list-style-type: none">• exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed

	<ul style="list-style-type: none"> • specific content based on selected intended outcomes from existing courses <p>Special Note: Course Descriptions are identical for all Exploratory Wheel courses.</p> <p>Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard benchmarks and Florida Standards for English language arts and mathematics as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.</p>
<p>Version Requirements:</p>	<p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate competencies and skills from the subject area. 2. List career or further study opportunities in the subject area. 3. Demonstrate problem-solving skills related to, or use techniques in the subject area. 4. Locate and use data related to the subject area. 5. Exercise creativity related to the subject area. 6. Communicate personal reactions to the subject area. 7. Describe community resources related to the subject area.



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Course: M/J Personal, Career, School Development Skills 3 & Career Planning-0500022

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4831>

BASIC INFORMATION

Course Number:	0500022
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Personal, Career, School Development Skills 3 & Career Planning, M/J PER/CAR/SCH3 C/
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Exploratory and Experiential Education</p> <p>SubSubject: Experiential</p>
Course Title:	M/J Personal, Career, School Development Skills 3 & Career Planning
Course Abbreviated Title:	M/J PER/CAR/SCH3 C/P
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2

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Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • knowledge of self and others • development of positive attitudes • family relationships • peer pressure • individual responsibility • goal setting • time management • decision making • problem solving • leadership skills • life management skills • employability skills • career planning <p>Special notes: This course may be used for dropout prevention.</p> <p>STUDENTS WILL:</p>

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

Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

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STANDARDS (28)

<p><u>HE.8.B.4.1:</u></p>	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health. Remarks/Examples</p> <p>Refusal skills, nonverbal communication, asking questions, “I” messages, assertiveness, negotiation, and making requests.</p>
<p><u>HE.8.B.4.3:</u></p>	<p>Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Relationships, territory, jealousy, and gossip/rumors.</p>
<p><u>HE.8.B.5.2:</u></p>	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems. Remarks/Examples</p> <p>(Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
<p><u>HE.8.B.5.4:</u></p>	<p>Distinguish when individual or collaborative decision-making is appropriate. Remarks/Examples</p> <p>Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>
<p><u>HE.8.B.5.5:</u></p>	<p>Evaluate the outcomes of a health-related decision. Remarks/Examples</p> <p>Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>
<p><u>HE.8.C.1.2:</u></p>	<p>Analyze the interrelationship between healthy/unhealthy</p>

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	<p>behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p>Remarks/Examples</p> <p>Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.</p>
<u>HE.8.C.1.3:</u>	<p>Predict how environmental factors affect personal health.</p> <p>Remarks/Examples</p> <p>Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.</p>
<u>HE.8.C.2.1:</u>	<p>Assess the role of family health beliefs on the health of adolescents.</p> <p>Remarks/Examples</p> <p>Alternative medical care, family religious beliefs, and importance of physical activity.</p>
<u>HE.8.C.2.2:</u>	<p>Assess how the health beliefs of peers may influence adolescent health.</p> <p>Remarks/Examples</p> <p>Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.</p>
<u>HE.8.C.2.7:</u>	<p>Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p>Remarks/Examples</p> <p>Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>
<u>HE.8.P.7.2:</u>	<p>Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.</p>

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<u>LAFS.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<u>LAFS.68.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.8.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. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
<u>LAFS.8.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
<u>LAFS.8.RI.3.7:</u>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<u>LAFS.8.RI.3.8:</u>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<u>LAFS.8.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8

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	<p>topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.8.W.1.1a:</u>	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<u>LAFS.8.W.1.1b:</u>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<u>LAFS.8.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
<u>LAFS.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction

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	(e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<u>PE.8.R.5.1:</u>	List ways to act independently of peer pressure during physical activities.
<u>MAFS.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<u>MAFS.K12.MP.3.1:</u>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their</p>

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	<p>conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MAFS.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>PE.8.R.6.1:</u></p>	<p>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</p>

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Course: M/J Personal, Career, and School Development Skills 2- 0500010

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3873>

BASIC INFORMATION

Course Number:	0500010
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Personal, Career, and School Development Skills 2, M/J PERS CAR SCH 2
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Exploratory and Experiential Education</p> <p>SubSubject: Experiential</p>
Course Title:	M/J Personal, Career, and School Development Skills 2
Course Abbreviated Title:	M/J PERS CAR SCH 2
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve

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	<p>attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • knowledge of self and others • development of positive attitudes • family relationships • peer pressure • individual responsibility • goal setting • time management • decision making • problem solving • leadership skills • life management skills • employability skills • career planning <p>Special note: This course may be used for dropout prevention.</p>
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STANDARDS (26)

<u>HE.7.B.4.3:</u>	Articulate the possible causes of conflict among youth in schools
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	<p>and communities. Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<u>HE.7.B.5.2:</u>	<p>Select healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples</p> <p>Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
<u>HE.7.B.5.4:</u>	<p>Determine when individual or collaborative decision-making is appropriate. Remarks/Examples</p> <p>Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
<u>HE.7.B.5.5:</u>	<p>Predict the short and long-term consequences of engaging in health-risk behaviors. Remarks/Examples</p> <p>Driving under the influence, lack of exercise, and poor diet.</p>
<u>HE.7.C.1.1:</u>	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Remarks/Examples</p> <p>Teen pregnancy, caloric balance, time management, and conflict resolution.</p>
<u>HE.7.C.1.3:</u>	<p>Analyze how environmental factors affect personal health. Remarks/Examples</p> <p>Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.</p>
<u>HE.7.C.2.1:</u>	<p>Examine how family health behaviors influence health of adolescents. Remarks/Examples</p>

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	Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.
<u>HE.7.C.2.2:</u>	Examine how peers may influence the health behaviors of adolescents. Remarks/Examples Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.
<u>HE.7.P.7.2:</u>	Experiment with behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.
<u>LAFS.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<u>LAFS.68.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.7.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<u>LAFS.7.L.2.3:</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

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	redundancy.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LAFS.7.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.7.W.1.1a:</u>	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
<u>LAFS.7.W.1.1b:</u>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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<u>LAFS.7.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<u>LAFS.7.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<u>PE.7.R.5.1:</u>	Identify situations in which peer pressure could negatively impact one's own behavior choices.
<u>PE.7.R.6.1:</u>	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>MAFS.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables,</p>

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Course: M/J Personal, Career, and School Development Skills 3- 0500020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3877>

BASIC INFORMATION

Course Number:	0500020
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Personal, Career, and School Development Skills 3, M/J PERS CAR SCH 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Exploratory and Experiential Education SubSubject: Experiential
Course Title:	M/J Personal, Career, and School Development Skills 3
Course Abbreviated Title:	M/J PERS CAR SCH 3
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve

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	<p>attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • knowledge of self and others • development of positive attitudes • family relationships • peer pressure • individual responsibility • goal setting • time management • decision making • problem solving • leadership skills • life management skills • employability skills • career planning <p>Special notes: This course may be used for dropout prevention.</p>
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STANDARDS (27)

<u>HE.8.B.4.1:</u>	Illustrate skills necessary for effective communication with family,
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	peers, and others to enhance health. Remarks/Examples
	Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.
<u>HE.8.B.4.3:</u>	Examine the possible causes of conflict among youth in schools and communities. Remarks/Examples
	Relationships, territory, jealousy, and gossip/rumors.
<u>HE.8.B.5.2:</u>	Categorize healthy and unhealthy alternatives to health-related issues or problems. Remarks/Examples
	(Alcohol consumption, sleep requirements, physical activity, and time management.)
<u>HE.8.B.5.4:</u>	Distinguish when individual or collaborative decision-making is appropriate. Remarks/Examples
	Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.
<u>HE.8.B.5.5:</u>	Evaluate the outcomes of a health-related decision. Remarks/Examples
	Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.
<u>HE.8.C.1.2:</u>	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. Remarks/Examples
	Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.
<u>HE.8.C.1.3:</u>	Predict how environmental factors affect personal health. Remarks/Examples

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	Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.
<u>HE.8.C.2.1:</u>	Assess the role of family health beliefs on the health of adolescents. Remarks/Examples Alternative medical care, family religious beliefs, and importance of physical activity.
<u>HE.8.C.2.2:</u>	Assess how the health beliefs of peers may influence adolescent health. Remarks/Examples Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.
<u>HE.8.P.7.2:</u>	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.
<u>LAFS.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<u>LAFS.68.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.8.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice.

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	<ul style="list-style-type: none"> c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
<p><u>LAFS.8.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
<p><u>LAFS.8.RI.3.7:</u></p>	<p>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
<p><u>LAFS.8.RI.3.8:</u></p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
<p><u>LAFS.8.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light

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	of the evidence presented.
<u>LAFS.8.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.8.W.1.1a:</u>	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<u>LAFS.8.W.1.1b:</u>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<u>LAFS.8.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
<u>LAFS.8.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<u>PE.8.R.5.1:</u>	List ways to act independently of peer pressure during physical activities.
<u>MAFS.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form</p>

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and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MAFS.K12.MP.3.1:

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the

	arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
<u>MAFS.K12.MP.6.1:</u>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<u>PE.8.R.6.1:</u>	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.



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Course: M/J Personal, Career, School Development Skills 2 & Career Planning-0500012

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3876>

BASIC INFORMATION

Course Number:	0500012
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Personal, Career, School Development Skills 2 & Career Planning, M/J PER/CAR/SCH2 C/
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Exploratory and Experiential Education</p> <p>SubSubject: Experiential</p>
Course Title:	M/J Personal, Career, School Development Skills 2 & Career Planning
Course Abbreviated Title:	M/J PER/CAR/SCH2 C/P
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2

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Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • knowledge of self and others • development of positive attitudes • family relationships • peer pressure • individual responsibility • goal setting • time management • decision making • problem solving • leadership skills • life management skills • employability skills • career planning <p>STUDENTS WILL:</p> <p>1.0 Describe the influences that societal, economic, and</p>

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technological changes have on employment trends and future training.

2.0 Develop skills to locate, evaluate, and interpret career information.

3.0 Identify and demonstrate processes for making short and long term goals.

4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

5.0 Understand the relationship between educational achievement and career choices/postsecondary options.

6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.

7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

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

Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.

STANDARDS (26)

<p><u>HE.7.B.4.3:</u></p>	<p>Articulate the possible causes of conflict among youth in schools and communities. Remarks/Examples</p> <p>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
<p><u>HE.7.B.5.2:</u></p>	<p>Select healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples</p> <p>Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
<p><u>HE.7.B.5.4:</u></p>	<p>Determine when individual or collaborative decision-making is appropriate. Remarks/Examples</p> <p>Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?</p>
<p><u>HE.7.B.5.5:</u></p>	<p>Predict the short and long-term consequences of engaging in health-risk behaviors. Remarks/Examples</p> <p>Driving under the influence, lack of exercise, and poor diet.</p>
<p><u>HE.7.C.1.1:</u></p>	<p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. Remarks/Examples</p> <p>Teen pregnancy, caloric balance, time management, and conflict resolution.</p>
<p><u>HE.7.C.1.3:</u></p>	<p>Analyze how environmental factors affect personal health.</p>

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	<p>Remarks/Examples</p> <p>Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.</p>
<u>HE.7.C.2.1:</u>	<p>Examine how family health behaviors influence health of adolescents.</p> <p>Remarks/Examples</p> <p>Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.</p>
<u>HE.7.C.2.2:</u>	<p>Examine how peers may influence the health behaviors of adolescents.</p> <p>Remarks/Examples</p> <p>Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.</p>
<u>HE.7.P.7.2:</u>	<p>Experiment with behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.</p>
<u>LAFS.68.RST.3.7:</u>	<p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
<u>LAFS.68.WHST.2.4:</u>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<u>LAFS.7.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. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing

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	and correcting misplaced and dangling modifiers.
<u>LAFS.7.L.2.3:</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<u>LAFS.7.RI.3.7:</u>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<u>LAFS.7.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<u>LAFS.7.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts,

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	details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.7.W.1.1a:</u>	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
<u>LAFS.7.W.1.1b:</u>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<u>LAFS.7.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<u>LAFS.7.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<u>PE.7.R.5.1:</u>	Identify situations in which peer pressure could negatively impact one's own behavior choices.
<u>PE.7.R.6.1:</u>	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>MAFS.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider</p>

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	<p>analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MAFS.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask</p>

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	useful questions to clarify or improve the arguments.
<u>MAFS.K12.MP.6.1:</u>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>



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	<p>and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p>MAFS.K12.MP.3.1:</p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p>MAFS.K12.MP.6.1:</p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently</p>

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and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.



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Course: M/J Personal, Career, School Development Skills 1 & Career Planning-0500002

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3871>

BASIC INFORMATION

Course Number:	0500002
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Personal, Career, School Development Skills 1 & Career Planning, M/J PERS CAR SCH C/
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Exploratory and Experiential Education</p> <p>SubSubject: Experiential</p>
Course Title:	M/J Personal, Career, School Development Skills 1 & Career Planning
Course Abbreviated Title:	M/J PERS CAR SCH C/P
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2

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Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • knowledge of self and others • development of positive attitudes • family relationships • peer pressure • individual responsibility • goal setting • time management • decision making • problem solving • leadership skills • life management skills • employability skills • career planning <p>Special Notes: This course may be used for dropout prevention.</p> <p>STUDENTS WILL:</p>

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

Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to

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<http://www.fldoe.org/workforce/ced/>.

STANDARDS (25)

<u>HE.6.B.4.3:</u>	Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples Talk to an adult, anger management, and conflict mediation.
<u>HE.6.B.5.2:</u>	Choose healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples Not smoking, limiting sedentary activity, and practicing good character.
<u>HE.6.B.5.4:</u>	Distinguish between the need for individual or collaborative decision-making. Remarks/Examples Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.
<u>HE.6.B.5.5:</u>	Predict the potential outcomes of a health-related decision. Remarks/Examples Prescription drug use/abuse, eating disorders, depression, and sexual behavior.
<u>HE.6.C.1.3:</u>	Identify environmental factors that affect personal health. Remarks/Examples Air and water quality, availability of sidewalks, contaminated food, and road hazards.

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<p><u>HE.6.C.2.1:</u></p>	<p>Examine how family influences the health of adolescents. Remarks/Examples</p> <p>Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p>
<p><u>HE.6.C.2.2:</u></p>	<p>Examine how peers influence the health of adolescents. Remarks/Examples</p> <p>Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>
<p><u>HE.6.P.7.2:</u></p>	<p>Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples</p> <p>Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.</p>
<p><u>LAFS.6.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<p><u>LAFS.6.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style

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	b. Maintain consistency in style and tone.
<u>LAFS.6.RI.3.7:</u>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<u>LAFS.6.RI.3.8:</u>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>PE.6.R.5.1:</u>	List ways that peer pressure can be positive and negative.
<u>PE.6.R.6.1:</u>	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>LAFS.6.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.6.W.1.1a:</u>	Introduce claim(s) and organize the reasons and evidence clearly.

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<u>LAFS.6.W.1.1b:</u>	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
<u>LAFS.6.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<u>LAFS.6.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<u>LAFS.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>MAFS.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing</p>

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	<p>window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MAFS.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MAFS.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely</p>

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to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.



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Course: M/J Theatre 3 and Career Planning-0400025

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3890>

BASIC INFORMATION

Course Number:	0400025
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12 Education Courses, Grades 6 To 8 Education Courses, Drama, Theatre Arts, General, Comprehensive Theatre, M/J Theatre 3 and Career Planning, M/J Theatre 3 C/P
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	M/J Theatre 3 and Career Planning
Course Abbreviated Title:	M/J Theatre 3 C/P
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students explore advanced concepts and other aspects of theatre, and explore the elements of theatre design through practical application, projects, and increasingly complex dramatic

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	<p>literature. In parallel with their learning opportunities in theatre, they investigate careers in a wide variety of fields, including theatre and the other arts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>
<p>General Notes:</p>	<p>Special Note: Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p> <p>Career and Education Planning - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to http://www.fldoe.org/workforce/ced/.</p> <p>1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.</p> <p>2.0 Develop skills to locate, evaluate, and interpret career information.</p> <p>3.0 Identify and demonstrate processes for making short and long term goals.</p> <p>4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.</p> <p>5.0 Understand the relationship between educational achievement and career choices/postsecondary options.</p> <p>6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.</p> <p>7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and</p>

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	<p>postsecondary/career goals.</p> <p>8.0 Demonstrate knowledge of technology and its application in career fields/clusters.</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.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<u>LAFS.68.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 6–8 texts and topics.
<u>LAFS.68.WHST.3.7:</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<u>LAFS.7.RL.2.5:</u>	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<u>LAFS.7.RL.3.7:</u>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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Course: M/J Health 1- 0800000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4644>

BASIC INFORMATION

Course Number:	0800000
Grade Levels:	6,7,8
Keyword:	Grades 6 to 8 Education Courses, 6-8, 6 To 8, Grades 6,7,8, Grades six To eight Education Courses, six to eight, grades six - eight, Middle, Grade Self Contained, General, Health Education, M/J Health 1, M/J HEALTH 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades 6 to 8 Education Courses Subject: Health Education SubSubject: General
Course Title:	M/J Health 1
Course Abbreviated Title:	M/J HEALTH 1
Course length:	Year (Y)
Course Type:	Elective
Course Level:	2
Status:	Draft - Board Approval Pending

STANDARDS (44)

*(Benchmark examples listed within parenthesis are neither prescriptive nor limiting.)

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<p><u>HE.6.B.3.1:</u></p>	<p>Examine the validity of health information, and determine the cost of health products, and services. Remarks/Examples</p> <p>Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.</p>
<p><u>HE.6.B.3.3:</u></p>	<p>Investigate a variety of technologies to gather health information. Remarks/Examples</p> <p>Thermometer, television, Internet, audio books, and technology tools.</p>
<p><u>HE.6.B.3.4:</u></p>	<p>Describe situations when professional health services may be required. Remarks/Examples</p> <p>Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.</p>
<p><u>HE.6.B.4.1:</u></p>	<p>Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. Remarks/Examples</p> <p>Role playing, short stories, and open-ended scenarios.</p>
<p><u>HE.6.B.4.2:</u></p>	<p>Practice refusal skills and negotiation skills to reduce health risks. Remarks/Examples</p> <p>Assertiveness, compromising, and use of "I" messages.</p>
<p><u>HE.6.B.4.3:</u></p>	<p>Demonstrate effective conflict-management and/or resolution strategies. Remarks/Examples</p> <p>Talk to an adult, anger management, and conflict mediation.</p>
<p><u>HE.6.B.4.4:</u></p>	<p>Compile ways to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>Verbalize, write, and ask others for help.</p>
<p><u>HE.6.B.5.1:</u></p>	<p>Investigate health-related situations that require the application of a thoughtful decision-making process. Remarks/Examples</p> <p>Peer pressure, exposure to unsupervised firearms, and tobacco use.</p>

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<p>HE.6.B.5.2:</p>	<p>Choose healthy alternatives over unhealthy alternatives when making a decision. Remarks/Examples</p> <p>Not smoking, limiting sedentary activity, and practicing good character.</p>
<p>HE.6.B.5.3:</p>	<p>Specify the potential outcomes of each option when making a health-related decision. Remarks/Examples</p> <p>Physical, social, emotional, financial, and legal consequences, and emergency preparedness.</p>
<p>HE.6.B.5.4:</p>	<p>Distinguish between the need for individual or collaborative decision-making. Remarks/Examples</p> <p>Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.</p>
<p>HE.6.B.5.5:</p>	<p>Predict the potential outcomes of a health-related decision. Remarks/Examples</p> <p>Prescription drug use/abuse, eating disorders, depression, and sexual behavior.</p>
<p>HE.6.B.6.1:</p>	<p>Use various methods to measure personal health status. Remarks/Examples</p> <p>BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.</p>
<p>HE.6.B.6.2:</p>	<p>Develop an individual goal to adopt, maintain, or improve a personal health practice. Remarks/Examples</p> <p>Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.</p>
<p>HE.6.B.6.3:</p>	<p>Determine strategies and skills needed to attain a personal health goal. Remarks/Examples</p> <p>Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.</p>
<p>HE.6.B.6.4:</p>	<p>Monitor progress toward attaining a personal health goal.</p>

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	<p>Remarks/Examples</p> <p>Checklist, diary, log, computer software, and websites.</p>
HE.6.C.1.2:	<p>Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p>Remarks/Examples</p> <p>Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.</p>
HE.6.C.1.3:	<p>Identify environmental factors that affect personal health.</p> <p>Remarks/Examples</p> <p>Air and water quality, availability of sidewalks, contaminated food, and road hazards.</p>
HE.6.C.1.4:	<p>Identify health problems and concerns common to adolescents including reproductive development.</p> <p>Remarks/Examples</p> <p>Acne, eating disorders, suicide/depression, and puberty.</p>
HE.6.C.1.5:	<p>Explain how body systems are impacted by hereditary factors and infectious agents.</p> <p>Remarks/Examples</p> <p>Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.</p>
HE.6.C.1.6:	<p>Examine how appropriate health care can promote personal health.</p> <p>Remarks/Examples</p> <p>Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.</p>
HE.6.C.1.7:	<p>Recognize how heredity can affect personal health.</p> <p>Remarks/Examples</p> <p>Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.</p>
HE.6.C.1.8:	<p>Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>Remarks/Examples</p> <p>Obesity related to poor nutrition and inactivity, cancer and chronic</p>

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	lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.
<u>HE.6.C.2.1:</u>	Examine how family influences the health of adolescents. Remarks/Examples Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.
<u>HE.6.C.2.2:</u>	Examine how peers influence the health of adolescents. Remarks/Examples Conflict resolution skills, reproductive-health misinformation, and spreading rumors.
<u>HE.6.C.2.3:</u>	Identify the impact of health information conveyed to students by the school and community. Remarks/Examples First-aid education program, refusal-skills practice, and healthy body composition: BMI.
<u>HE.6.C.2.4:</u>	Investigate school and public health policies that influence health promotion and disease prevention. Remarks/Examples Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.
<u>HE.6.C.2.5:</u>	Examine how media influences peer and community health behaviors. Remarks/Examples Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
<u>HE.6.C.2.6:</u>	Propose ways that technology can influence peer and community health behaviors. Remarks/Examples Internet social media/networking sites, heart-rate monitors, and cross-walk signals.
<u>HE.6.C.2.7:</u>	Investigate cultural changes related to health beliefs and behaviors. Remarks/Examples

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	School breakfast programs, fast- food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.
HE.6.C.2.8:	Determine how social norms may impact healthy and unhealthy behavior. Remarks/Examples Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.
HE.6.C.2.9:	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors. Remarks/Examples Curiosity, interests, fears, likes, and dislikes.
HE.6.P.7.1:	Explain the importance of assuming responsibility for personal-health behaviors. Remarks/Examples Medical/dental checkups, resisting peer pressure, and healthy relationships.
HE.6.P.7.2:	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. Remarks/Examples Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.
HE.6.P.8.1:	Practice how to influence and support others when making positive health choices. Remarks/Examples Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.
HE.6.P.8.2:	State a health-enhancing position on a topic and support it with accurate information. Remarks/Examples Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.

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<p><u>HE.6.P.8.3:</u></p>	<p>Work cooperatively to advocate for healthy individuals, families, and schools. Remarks/Examples</p> <p>Media campaigns, posters, skits, and PSAs.</p>
<p><u>HE.6.P.8.4:</u></p>	<p>Identify ways health messages and communication techniques can be targeted for different audiences. Remarks/Examples</p> <p>Surveys, advertisements, music, and clothing.</p>
<p><u>LAFS.6.RI.3.8:</u></p>	<p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p><u>LAFS.6.SL.2.5:</u></p>	<p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p><u>LAFS.6.W.1.1:</u></p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
<p><u>LAFS.68.WHST.2.6:</u></p>	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><u>MAFS.6.SP.1.1:</u></p>	<p>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i></p>
<p><u>MAFS.6.SP.1.2:</u></p>	<p>Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p>

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<u>LAFS.7.SL.1.2:</u>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>LAFS.7.SL.1.3:</u>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<u>LAFS.7.SL.2.4:</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>TH.68.C.1.1:</u>	Devise an original work based on a community issue that explores various solutions to a problem. Remarks/Examples e.g., health, environment, politics, bullying
<u>TH.68.C.1.3:</u>	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
<u>TH.68.C.1.6:</u>	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time. Remarks/Examples e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon
<u>TH.68.C.2.1:</u>	Use group-generated criteria to critique others and help strengthen each other’s performance.
<u>TH.68.C.2.3:</u>	Ask questions to understand a peer’s artistic choices for a performance or design.
<u>TH.68.C.3.1:</u>	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Remarks/Examples e.g., color, texture, shape, form, sound

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<u>TH.68.F.1.2:</u>	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
<u>TH.68.F.1.3:</u>	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
<u>TH.68.F.2.1:</u>	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
<u>TH.68.F.3.1:</u>	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Remarks/Examples e.g., royalties, copies, changing text
<u>TH.68.H.1.3:</u>	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
<u>TH.68.H.1.4:</u>	Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.
<u>TH.68.H.1.5:</u>	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
<u>TH.68.H.2.3:</u>	Analyze theatre history and dramatic literature in the context of societal and cultural history.
<u>TH.68.H.3.2:</u>	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
<u>TH.68.H.3.3:</u>	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
<u>TH.68.O.1.3:</u>	Explain the impact of choices made by directors, designers, and actors on audience understanding.
<u>TH.68.O.2.2:</u>	Explain how a performance would change if depicted in a different location, time, or culture.
<u>TH.68.O.3.2:</u>	Explore how theatre and theatrical works have influenced various cultures.
<u>TH.68.O.3.3:</u>	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and

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	differences.
<u>TH.68.S.1.2:</u>	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
<u>TH.68.S.2.1:</u>	Discuss the value of collaboration in theatre and work together to create a theatrical production.
<u>TH.68.S.2.3:</u>	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
<u>TH.68.S.3.1:</u>	Develop characterizations, using basic acting skills, appropriate for selected dramatizations. Remarks/Examples e.g., sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts



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Course: M/J Personal, Career, and School Development Skills 1- 0500000

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3869>

BASIC INFORMATION

Course Number:	0500000
Grade Levels:	6,7,8
Keyword:	PreK to 12 Education Courses, Grades six to eight Education Courses, 6 to 8, 6-8, 6 through 8, six through eight, Middle, Exploratory and experiential education, M/J Personal, Career, and School Development Skills 1, M/J PERS CAR SCH 1
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Exploratory and Experiential Education</p> <p>SubSubject: Experiential</p>
Course Title:	M/J Personal, Career, and School Development Skills 1
Course Abbreviated Title:	M/J PERS CAR SCH 1
Number of Credits:	One credit (1)
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve

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attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

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

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

Special note: This course may be used for dropout prevention.

STANDARDS (25)

HE.6.B.4.3:

Demonstrate effective conflict-management and/or resolution

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	<p>strategies.</p> <p>Remarks/Examples</p> <p>Talk to an adult, anger management, and conflict mediation.</p>
<u>HE.6.B.5.2:</u>	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>Remarks/Examples</p> <p>Not smoking, limiting sedentary activity, and practicing good character.</p>
<u>HE.6.B.5.4:</u>	<p>Distinguish between the need for individual or collaborative decision-making.</p> <p>Remarks/Examples</p> <p>Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.</p>
<u>HE.6.B.5.5:</u>	<p>Predict the potential outcomes of a health-related decision.</p> <p>Remarks/Examples</p> <p>Prescription drug use/abuse, eating disorders, depression, and sexual behavior.</p>
<u>HE.6.C.1.3:</u>	<p>Identify environmental factors that affect personal health.</p> <p>Remarks/Examples</p> <p>Air and water quality, availability of sidewalks, contaminated food, and road hazards.</p>
<u>HE.6.C.2.1:</u>	<p>Examine how family influences the health of adolescents.</p> <p>Remarks/Examples</p> <p>Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p>
<u>HE.6.C.2.2:</u>	<p>Examine how peers influence the health of adolescents.</p> <p>Remarks/Examples</p> <p>Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>

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<u>HE.6.P.7.2:</u>	<p>Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.</p>
<u>LAFS.6.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"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<u>LAFS.6.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style Maintain consistency in style and tone.
<u>LAFS.6.RI.3.7:</u>	<p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
<u>LAFS.6.RI.3.8:</u>	<p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<u>LAFS.6.SI.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-</p>

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	<p>one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.6.W.1.1a:</u>	Introduce claim(s) and organize the reasons and evidence clearly.
<u>LAFS.6.W.1.1b:</u>	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
<u>LAFS.6.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<u>LAFS.6.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific

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	claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<u>LAFS.68.RST.3.7:</u>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<u>LAFS.68.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>PE.6.R.5.1:</u>	List ways that peer pressure can be positive and negative.
<u>PE.6.R.6.1:</u>	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<u>MAFS.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between</p>

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	different approaches.
<p><u>MAFS.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MAFS.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make</p>

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	explicit use of definitions.
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Course: M/J Technical Theatre: Design and Production- 0400110

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3978>

BASIC INFORMATION

Course Number:	0400110
Grade Levels:	6,7,8
Keyword:	Grades PreK To 12 Education Courses, Grades 6 To 8 Education Courses, Drama, Theatre Arts, General, Comprehensive Theatre, M/J Technical Theatre: Design and Production, M/J TECH THEA DE&PR
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades 6 to 8 Education Courses</p> <p>Subject: Drama - Theatre Arts</p> <p>SubSubject: General</p>
Course Title:	M/J Technical Theatre: Design and Production
Course Abbreviated Title:	M/J TECH THEA DE&PR
Course length:	Year (Y)
Course Level:	2
Status:	Draft - Board Approval Pending
Version Description:	Students' work focuses on learning the elements of technical theatre, which includes costumes, lighting, makeup, properties

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	(props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.
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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.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.6.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<u>LAFS.6.SL.1.2:</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<u>LAFS.6.SL.1.3:</u>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<u>LAFS.6.SL.2.4:</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas

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	or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<u>LAFS.6.SL.2.5:</u>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<u>LAFS.68.RST.1.3:</u>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<u>LAFS.68.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 6–8 texts and topics.
<u>LAFS.68.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.68.WHST.3.9:</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>TH.68.C.1.3:</u>	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
<u>TH.68.C.2.1:</u>	Use group-generated criteria to critique others and help strengthen each other’s performance.
<u>TH.68.C.2.3:</u>	Ask questions to understand a peer’s artistic choices for a performance or design.
<u>TH.68.C.3.1:</u>	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation. Remarks/Examples e.g., color, texture, shape, form, sound
<u>TH.68.F.3.1:</u>	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright. Remarks/Examples e.g., royalties, copies, changing text

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<u>TH.68.H.1.5:</u>	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
<u>TH.68.H.2.5:</u>	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.
<u>TH.68.H.2.6:</u>	Describe historical and cultural influences leading to changes in theatre performance spaces and technology. Remarks/Examples e.g., indoor theatres, proscenium, gas lighting, computers
<u>TH.68.H.2.8:</u>	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
<u>TH.68.H.3.1:</u>	Identify principles and techniques that are shared between the arts and other content areas. Remarks/Examples e.g., art elements, writing styles, science and math principles
<u>TH.68.H.3.2:</u>	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
<u>TH.68.H.3.3:</u>	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
<u>TH.68.H.3.5:</u>	Describe how social skills learned through play participation are used in other classroom and extracurricular activities. Remarks/Examples e.g., cooperation, communication, collaboration
<u>TH.68.H.3.6:</u>	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
<u>TH.68.O.1.2:</u>	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements. Remarks/Examples e.g., costume, scenery, lighting

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<u>TH.68.O.1.3:</u>	Explain the impact of choices made by directors, designers, and actors on audience understanding.
<u>TH.68.O.2.1:</u>	Diagram the major parts of a play and their relationships to each other.
<u>TH.68.O.3.1:</u>	Compare theatre and its elements and vocabulary to other art forms.
<u>TH.68.O.3.3:</u>	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
<u>TH.68.S.1.1:</u>	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
<u>TH.68.S.1.3:</u>	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
<u>TH.68.S.2.1:</u>	Discuss the value of collaboration in theatre and work together to create a theatrical production.
<u>TH.68.S.2.3:</u>	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.



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